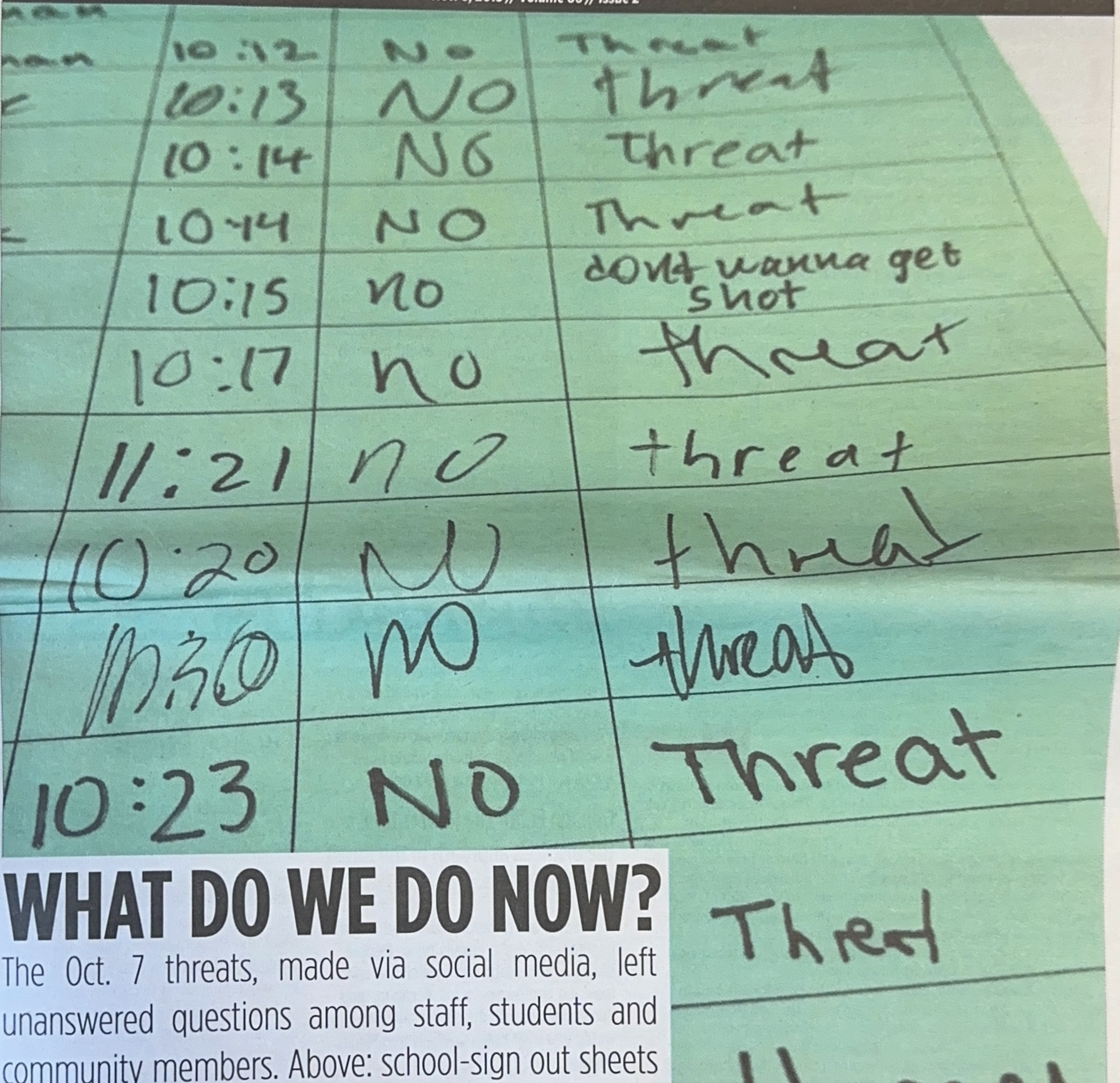
THE SHAKERITE

Nov. 6, 2015 // Volume 86 // Issue 2



10:12	No	Threat
10:13	NO	threat
10:14	NO	threat
10-44	NO	Threat
10:15	no	dont wanna get shot
10:17	no	threat
11:21	no	threat
10:20	NO	threat
10:30	no	threat
10:23	NO	Threat
		Thred
		threa

WHAT DO WE DO NOW?

The Oct. 7 threats, made via social media, left unanswered questions among staff, students and community members. Above: school-sign out sheets the day of the threats show students leaving en masse.

Does Diversity Matter? 15 **Romeo & Juliet** 20 **Social Media** 24

Facing The Worst Case

ALEXANDRA HARRIS WEB EDITOR IN CHIEF
ELLA SHLONSKY PRINT EDITOR IN CHIEF

It's been a month since a shooting threat was made to our high school, but it seems like everyone's already moved on.

While no one was injured, and the damage was minimal, this threat is not to be taken lightly. Although community members were upset with the lack of communication, it appears that no one is still shaken by the notion of an actual threat.

Nowadays, we open up The New York Times, or scroll through our Twitter feeds, only to find headlines on the most recent calamity. Shootings in Oregon, bombings in Boston and plane crashes in Germany have become the norm. We are so desensitized to traumatic events that continue to take place around the world that we don't even react when they may happen to us.

Our universe of obligation has been growing wider and shallower by the year. The thousands of Tweets and social media posts that appear on our feeds every day affect us minimally -- if at all.

Reading the news or sharing it with our friends makes us feel like we're less obligated to take any impactful action. A simple "Like," "Share" or "Hashtag," deceives us into thinking it's enough.

Editors' Note

Newsflash: it's not.

"A hashtag is not a movement," TV producer Shonda Rhimes said in her Dartmouth commencement speech. "A hashtag does not make you Dr. King. A hashtag does not change anything. It's a hashtag. It's you, sitting on your butt, typing on your computer and then going back to binge-watching your favorite show."

Rhimes is right. Tweeting a hashtag, sharing an article on Facebook or posting a picture on Instagram is not going to make a difference. It's a thoughtful sentiment -- a step in the right direction -- but it's not taking any real action.

"Volunteer some hours. Focus on something outside yourself. Devote a slice of your energies towards making the world suck less every week," Rhimes said.

The bottom line is that we have grown too comfortable with just sitting back and letting social media do all the work. We need to go beyond just glancing at links about these issues.

The day of the high school's shooting threat, social media blew up. Students tweeted about the miscommunication, and parents turned to Facebook forums to express their grievances. However, no one truly discussed the implications of the event.

It's easy to lambaste the district for mishandled communication -- especially when you are masked by an iPhone or computer. Yet Shaker failed to reach the heart of the issue: the threat itself.

Yes, communications failed. But someone made a threat to our school. Lives were potentially at risk, and Shaker breezed past the immediate danger, instead reacting to the district's response.

This shows just how accustomed we are to this kind of event. It is a sad reality: constant exposure to similar tragedies minimizes our reaction when they finally happen to us.

We have taken steps to improve our reaction to a threat, but how are we going to prevent future crises?

Just last week, someone graffitied a threat onto a bench in the dance room. An announcement was made, the bench was sanded over and it has now been restained -- as if nothing ever happened.

President Barack Obama, pointing out the problem with our reactions to the shootings at Umpqua Community College, said, "Our thoughts and prayers are not enough . . . it does not capture the heartache and grief and anger that we should feel. And it does nothing to prevent this carnage from being inflicted someplace else in America -- next week, or a couple of months from now."

He's right. Most people now seem to prefer pouring a bucket of ice water over their heads, rather than taking meaningful action.

Open your eyes and step it up, Shaker.

CARINA REIMERS

Junior Mimi Reimers, here between two runners, competes in the regional women's cross country meet Oct. 31 at Boardman High School. The Women's Cross Country team qualified for the state championship meet for the first time.

Inside the Issue

If anything, the administration's response to the threat on Weds. Oct. 7piled more doubt and distrust into students' minds. Providing more information, or even setting a solid plan for us to follow, could have avoided a major exodus of students.

Opinion Editor Lily Roth critiques the district's approach to the threat Page 10

"People are generally surprised with the impairment people initially have. People can't do homework, can't watch TV, can't look at a computer -- a lot of 'can'ts,' and this causes kids to stress out because how would you ever catch up?" - Nurse Paula Damm

Raider Zone Editor Alexa Jankowsky breaks down the impact of concussions on student athletes Page 28

On the Web

Women's cross country made history this season by qualifying for the OHSAA state championships. In Shaker, no womens' team has qualified to run at the state meet, and the last mens' team qualified in the 1960's. At the Youngstown Regional Meet, the Raiders placed fourth, narrowly beating the fifth-place team, GlenOak, by three points in order to qualify. Junior Mimi Reimers and sophomore Sophie Carrier qualified individually, placing third and 16th, respectively.

Read the full story of the Womens' Cross Country team's historic road to states at www.shakerite.com

Communication Gaps Revealed in Light of Violent Threats

District's handling of last month's social media threat leads to outrage over communication among parents, teachers and students

GRACE LOUGHEED AND YASMINE KAYALI
CAMPUS AND CITY EDITORS

After more than 600 students left school in the wake of a violent threat Oct. 7, the district launched a conversation that Superintendent Gregory C. Hutchings, Jr. said was overdue.

"The elephant in the room is that we haven't had a discussion about safety in Shaker. This is the beginning, and it will continue," *Hutchings said during the Oct. 26 Safe Schools Summit in the high school* large auditorium.

> **"There is nothing more toxic than mixed messages in a crisis situation "**
>
> **SCOTT FRANK**

The district organized the summit in response to community criticism of its handling of threats directed at the high school via Instagram.

Shaker Heights police arrested a 15-year-old female student in connection with the threat.

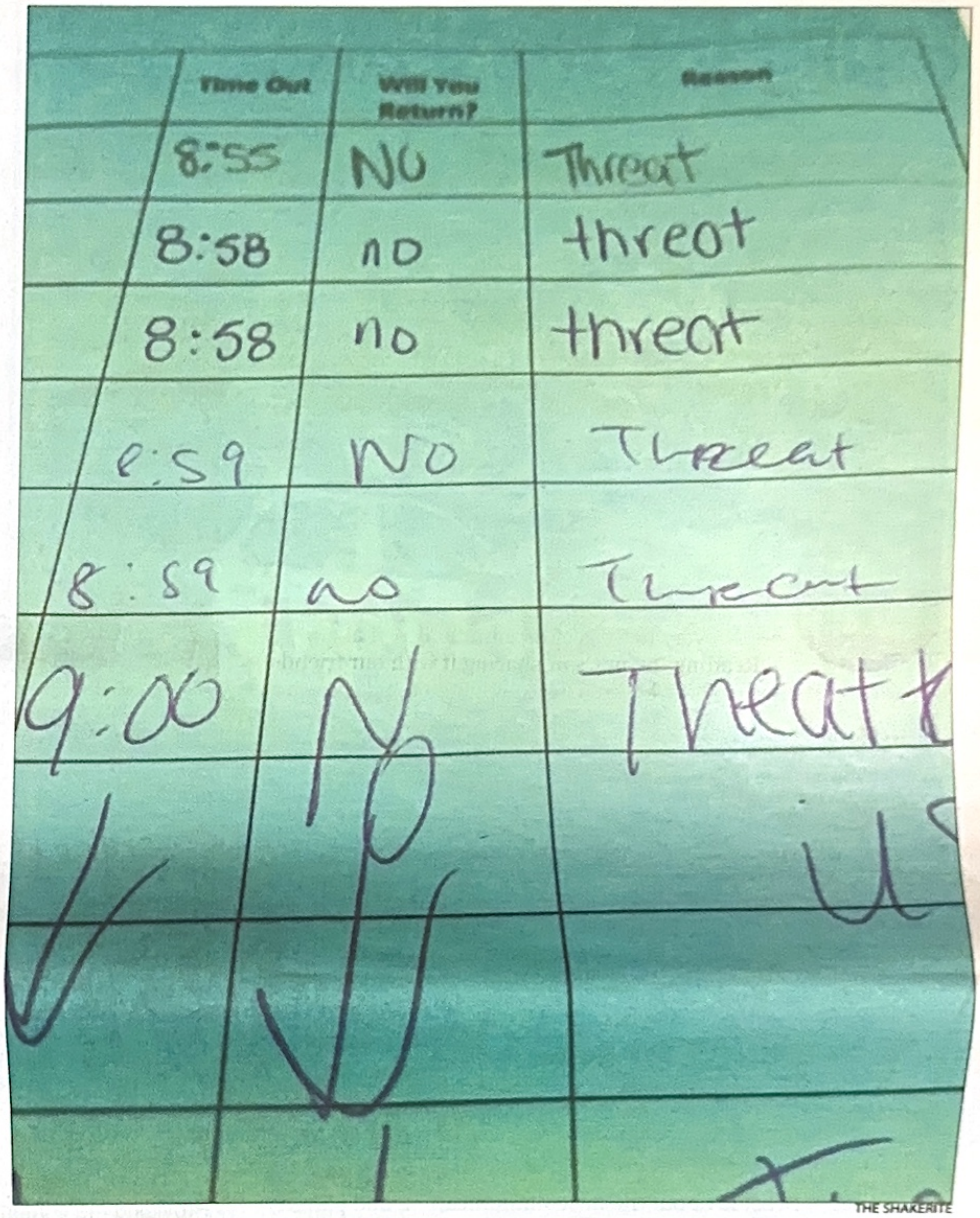
The district invited parents, students, teachers and community members to the summit in an attempt to open a dialogue on school safety.

The summit featured a panel of nine speakers and was moderated by Leon Bibb, a former Cleveland TV news anchor and reporter.

The panel included Walter Topp, the administrator of the Cuyahoga County Office of Emergency Management, Kenneth Trump, the president of National School Safety and Security Services, and Tom Fladung, the Vice President of Hennes Communication, as well as Special Agents Lee Hopper and Vicki D. Anderson of the FBI Cleveland Division.

Joining them were Hutchings, Scott Frank, Shaker's public health director, Fire Department Chief Patrick Sweeny, and Deputy Chief Michael Schwarber of the Shaker Heights Police Department.

The threat was posted at 12:12 a.m. Oct. 7 through Instagram direct messaging from an anonymous account. The initial threat circulated quickly among students on Instagram and Twitter. The original threat stated, "I am coming with a rifle then I will blow the b---- up."



Time Out	Will You Return?	Reason
8:55	NO	Threat
8:58	no	threat
8:58	no	threat
8:59	NO	Threat
8:59	no	Threat
9:00	N	Threat

THE SHAKERITE

Sign-out sheet from Oct. 7 reflects panicked departure of students from the high school after they learned of the threat.

Police reports confirmed that Shaker Heights police were notified about a previous threat from the same account posted Oct. 6.

According to Hutchings, who spoke to teachers after school Oct. 7, police determined that the Oct. 6 threat was not credible. Neither the district nor the police released information about the Oct. 6 threat to the public that day.

At the summit, Schwarber and SHPD Commander Jeffrey DeMuth explained the police's advisory role in the threat incident.

"The school ultimately decides the credibility of a threat but, the police department does our best to evaluate," DeMuth said.

In a threat situation, the police are the first responders, and the FBI can become involved at the request of the police and the school.

Hutchings told teachers at the Oct. 7 faculty meeting that the district had enlisted the FBI's help.

DeMuth also told the summit audience that he could not explain everything about how police evaluate threats.

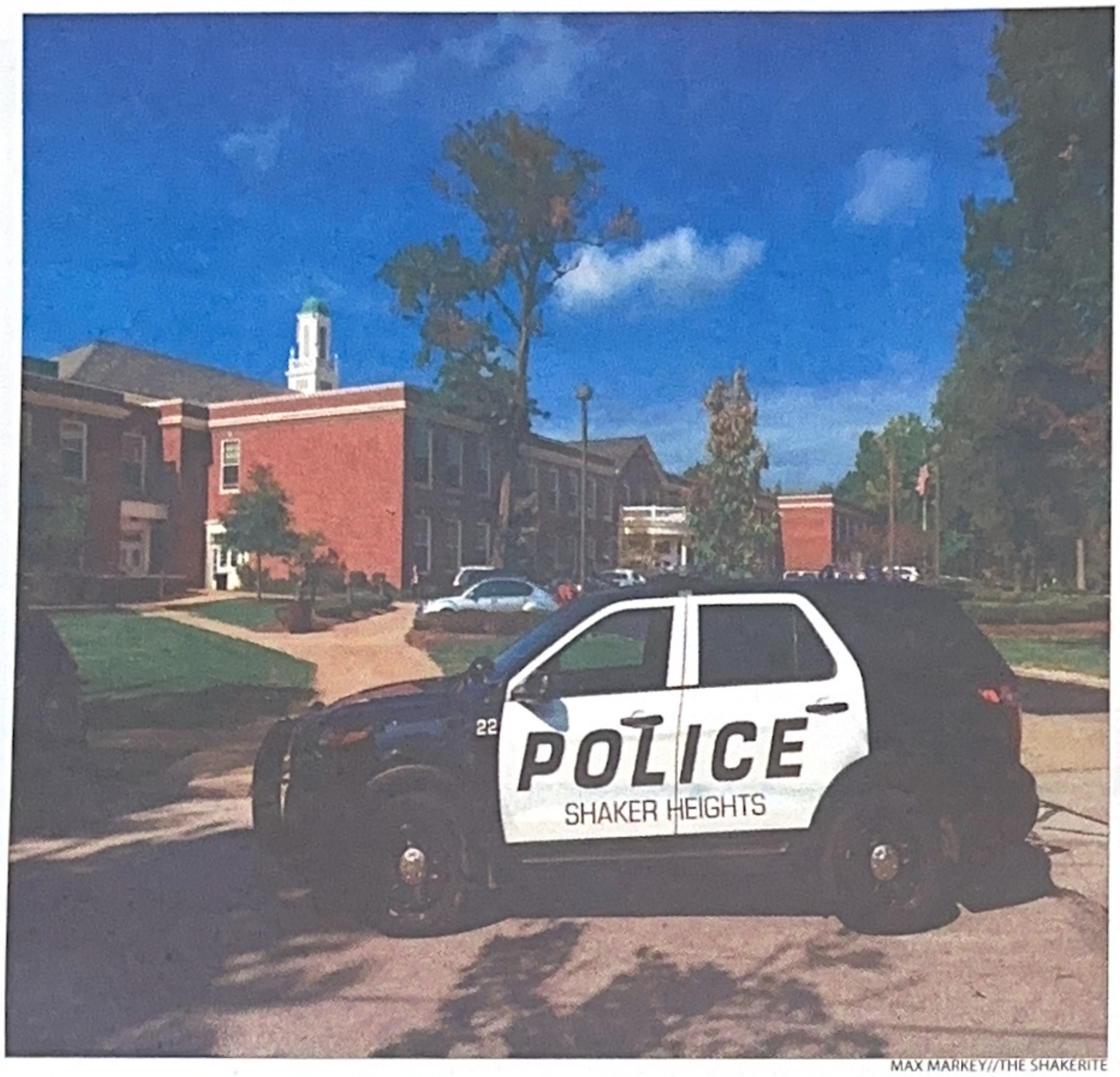
"Some of the things we can't tell you are what formed the basis of the credibility," he said. "That's just law enforcement."

"Our priority is to ensure that our staff and our students are safe," Hutchings said at the summit.

"When we were informed of the social media threat that occurred [Oct. 6], the police were already investigating because they were contacted initially, not the school district, about the threat," Hutchings said.

After the police informed administration that the threat was deemed not credible, the district's Crisis Management Plan was followed, police presence at the high school was increased and the investigation continued according to Hutchings.

"We have a Crisis Communications Plan, we have a Crisis Management Plan within



MAX MARKEY//THE SHAKERITE

Police patrolled the high school all day on Wed., Oct. 7. At the school safety summit, members of the SHPD repeatedly assured worried parents that the threats were in no way credible.

our district, so we're not making impulsive or knee-jerk reactions. Once we hear that a situation is not credible, we're not reacting the way we would if it were a credible situation," said Hutchings. "If it was credible, immediately we would have gone into lockdown. Immediately there would have been different communication that went to our teachers, our parents as well as to the police department."

Hutchings said that the district is revising its Crisis Management Plan.

In an Oct. 14 interview, Principal James Reed III explained that the school's public address system was not an effective way to signal a lockdown if one was necessary, something teachers had been reporting to the administration since the district began lockdown drills in 2005-06.

The Lockdown FAQ on the district's website states, "The lockdown drill will be announced over the school's public address system. Students and adults will be required to clear halls and other open spaces and go to the closest classroom or other area that provides some cover."

However, Reed announced during an Oct. 28 safety assembly for students that the PA system had since been rewired and tested to ensure it functioned in each classroom.

Students at the assembly were given a presentation on their part in school safety. Students were reminded of procedures for fire, tornado and lockdown drills as well as advised to make sure their provided phone numbers for school communications were correct.

Reed explained the impossibility of perfect communication. "There is no communication that gets everybody. One of the things that came out of it is that there's a large percentage of parents and families we don't have current numbers for. The numbers that we have are disconnected, and we don't have everyone's cell phone numbers. So how would we communicate to everybody? That's what the scariest piece of this is. What method? We don't even have current numbers for all [students]," he said during an interview.

Students left the assembly underwhelmed. "Honestly, all I got was a bunch of force-fed reassurance. There wasn't any new information, and I see this as damage control," said sophomore Andrew Frye.

Sophomore Anna Walker said, "I think so much happened, they just wanted to calm people down."

The first in a string of miscommunicated messages began after Reed made an announcement over the PA system at 8:47 a.m. during first period Oct. 7 instructing staff to check their emails. Reed sent an email to all building staff that stated, "We and the SHPD are aware of the threat made on Instagram. The police are investigating. School is proceeding as normal today. If you wish to excuse your child today it will be an excused absence. Parents need to call in to excuse their students before students leave."

"The elephant in the room is that we haven't had a discussion about safety in Shaker. This is the beginning and it will continue"

DR. GREGORY C. HUTCHINGS JR

The email did not provide staff with instructions on what to communicate to students.

As a result, the message that was communicated to worried students varied by teacher.

Hutchings explained at the summit that there was additional miscommunication between parents and students when parents were receiving texts from children claiming there was an active shooter in the building and students were jumping out of a second floor window.

"There is nothing more toxic than mixed messages in a crisis situation," said Frank.

"Our initial goal was not have parents decide whether or not to pick up their students," Hutchings said.

"The school email that went out was really to keep our staff informed. If they see a student who is experiencing some anxiety, we're not going to make them stay in school," he continued.

"Good intentions sort of went astray here," said Kenneth Trump, president of National School Safety and Security Services.

After Reed's announcement and the end of first period, students filtered out of the high school's front door by the hundreds, having texted their parents the facts as they knew them based on communication with other students. Parents' cars surrounded the oval.

"I had dropped my daughter off at school," parent Mary Claire Patterson said in an interview following the summit. "She was immediately approached by friends saying, 'Are you staying, are you going?' and then, of course, I became aware of what was going on."

"I was on the oval for almost 45 minutes before I picked up my daughter," said Patterson. "What I saw was not panic. What I saw was chaos and lack of control."

"Panic is a strange thing, and it's a human emotion that's really hard to gauge. All of us are susceptible to it. We even had parents coming to the school that wouldn't show us ID," Reed said during an Oct.14 interview.

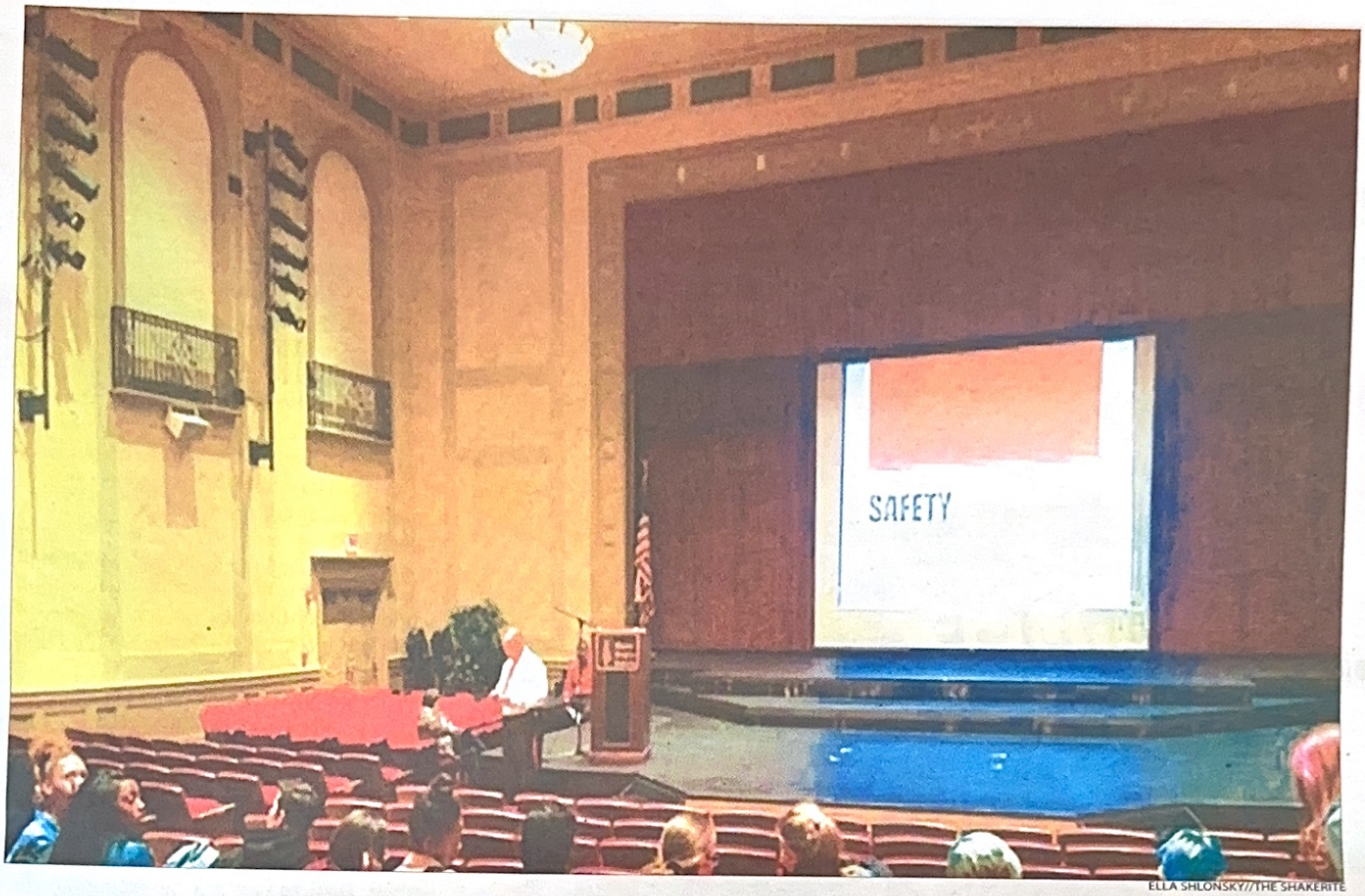
By third period that day, the halls were virtually empty.

"I was uneasy because the school was so empty, and all the administration was trying to go about it as if it were a normal day, but obviously it wasn't," said sophomore Jacob Connell.

"Because they didn't issue a statement, it put everyone in a realm of uncertainty which always breathes fear," he continued.

Some teachers were willing to comment on district's sommunication about the threat. Spanish teacher Amy Fogerty believes the administration did the right thing while communicating.

"I think the administration gave us the information that they had at the time they had it. They didn't make up information just to give it to us," Fogerty said. "Personally, I didn't have any students to communicate



ELLA SHLONSKY//THE SHAKERITE

On Oct. 28 students gathered in the large auditorium to hear about school safety protocol. They were presented with a video highlighting the effects of social media on everyday life.

with. There wasn't anybody left. One of my classes, I only had one student."

However, Fogerty also described what she thought the high school should have done differently. "I think I would've had some sort of communication with the whole student population," she said.

Huchings said at the summit, "We need to revisit how we communicate with our students so that the messages are consistent. That will eliminate some of the confusion that happened during the incident."

"I think [the school] communicated well with the students," said Individuals and Societies teacher Bryan Elsaesser, "but the students were choosing to believe what they saw on Instagram. People made a mountain out of a molehill. That's just the way it is."

"I don't play around with threats. I usually take them seriously. I thought the best way to be safe was to leave," senior Christopher Hubbard said.

"We need to make sure communications *also go to our students. That was the missing link . . . They are mature enough to handle* that kind of situation," Hutchings added.

Reed sent an additional email home and a robocall was made at 10:55 a.m. Oct.7 that stated, "There are a number of rumors circulating today regarding the high school, none of which are true. The police and school security are investigating the situation, and there is no need for parents to pick up their students."

The account owner posted a second threat around noon Oct.7 saying, "I heard everyone believes it's a joke. Ha Ha the school doesn't know I can do it at anytime just be ready everyone in that school will have their heads blown up or die in an explosion by the end of the week."

Hutchings and Chief of Police D. Scott Lee posted a staement on shaker.org at 3:20 p.m after the second threat that read, "Unfortunately, we cannot control the exchange of social media messages and rumors that invite confusion and chaos. Instead, we only ask that you rely on official District and Police Department emails, postings and telephone calls for the accurate information you need and deserve.

"Again, we take any threat seriously. Therefore, the investigation into the source of today's threat is continuing."

A third Instagram message was sent within an hour after the second that read, "Too bad there aren't metal detectors ha ha I might go to that school ha ha ha."

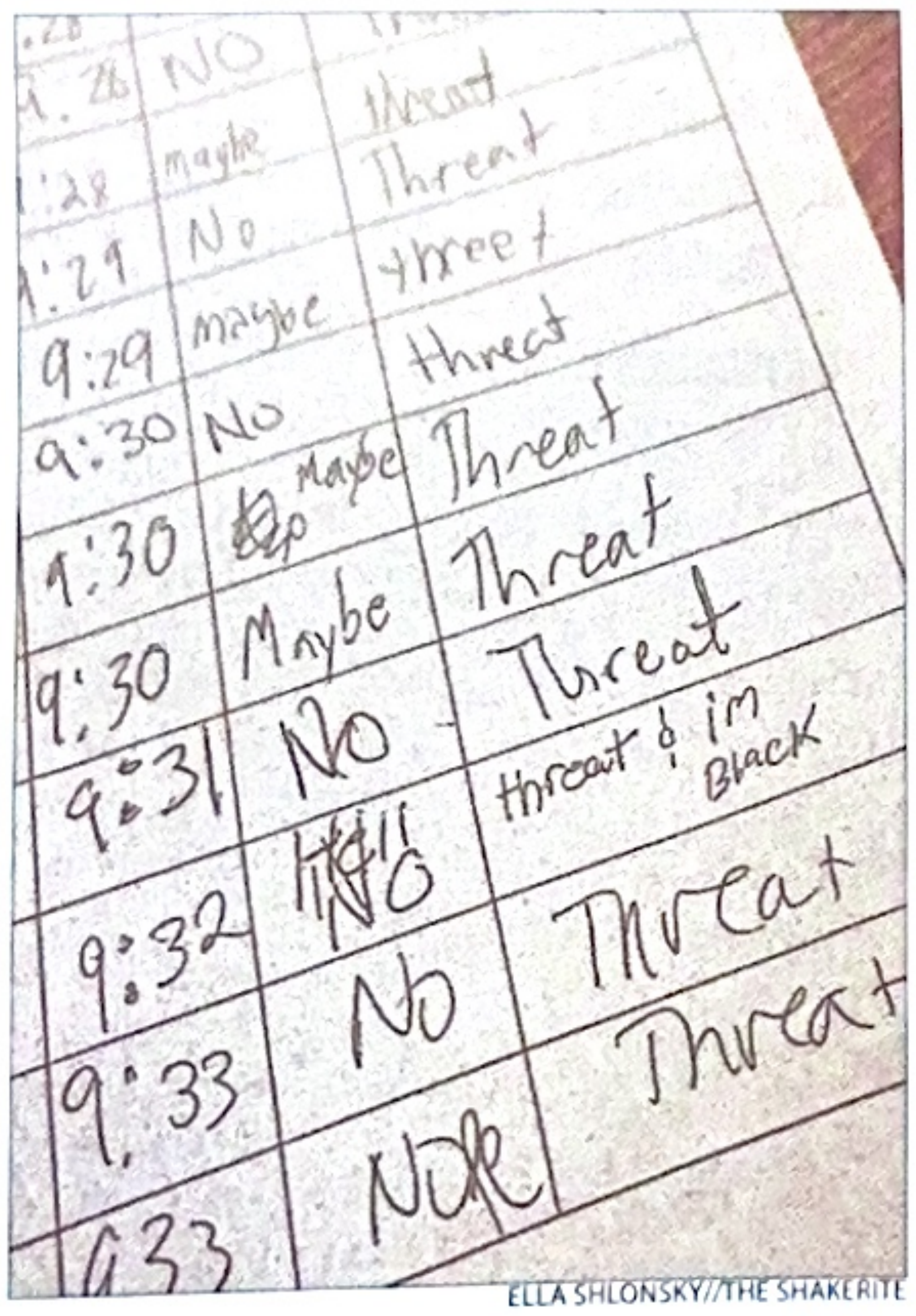
At 9:45 p.m. Oct. 7, Hutchings' statement about the arrest from was posted to shaker.org.

"Detectives have arrested a 15-year-old female Shaker Heights High School student in connection with social media threats against the high school," read the post. "Chief Lee said the student admitted to making the post. The chief said there is no indication the girl had the ability or the means to carry out the threats she posted."

The statement also congratulated the police department on the "professional manner in which they responded to this threat, and for their quick resolution of their investigation."

With concerns about holes in communication and protocol confusion, the school invited parents, students, teachers and community members to the Safe Schools Summit on Oct. 26 in an attempt to open a dialogue on school safety.

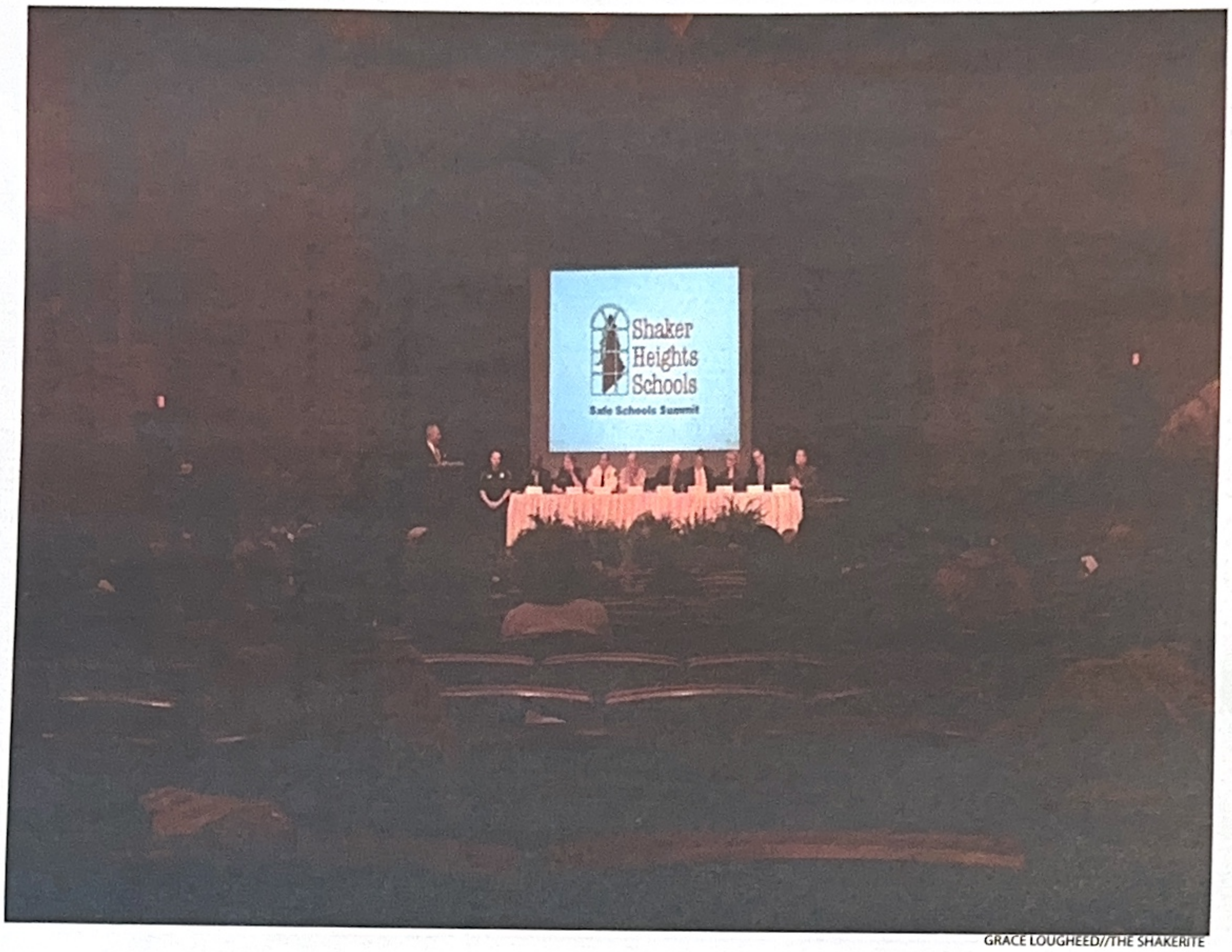
The summit was opened with a statement by Kenneth Trump, outlining the effects of social media on crisis situations and providing national context to the issue. Trump commended the administration in



.26	NO	threat
:28	maybe	Threat
:29	No	threet
9:29	maybe	threat
9:30	No	Threat
9:30	Maybe	Threat
9:30	Maybe	Threat
9:31	No	threat & im Black
9:32	NO	Threat
9:33	No	Threat
9:33	No	

ELLA SHLONSKY//THE SHAKERITE

> **"In a way it was almost a service that this happened and they're learning from their mistakes during a situation that was not actively dangerous so that if something dangerous happens, things will go even better."**
>
> **MIMI PLEVIN-FOUST**



GRACE LOUGHEED//THE SHAKERITE

Parents, students, teachers and community members gather at the Safe Schools Summit Oct. 26 in the high school's large auditorium for a panel discussion on safety and communication. Speakers included members of the police force, and multiple school safety experts, including Kenneth Trump.

asessing the situation then reacting, rather than taking action before any understanding of events had been reached.

Audience members at the summit were invited to write questions on slips of paper for Bibb to pose to the panel. The administration said they would try to respond to additional unanswered questions on the district's website. Answers were posted Nov.2.

"The mood was very inquisitive. People wanted their questions to be answered," said Bibb, who is a Shaker parent and grandparent.

Approximately an hour of the two-hour summit was devoted to Trump's presentation and panelists' statements.

During the last half hour of the question portion of the summit, audience members began calling out to Hutchings, asking for specific information about the incident.

"I don't know what happened. I feel like I'm waiting to hear the punch line of a joke," an audience member said.

Another asked, "What was the plan? What was the plan that day?"

"We cannot release the district's Crisis Management Plan to our community," said Hutchings. "That is something that is not possible."

Audience members continued to call out and question why the plan cannot be released, to which Hutchings responded, "If we're standing here and trying to give you the information about how we operate and how we keep our building safe, give us at least a little bit of respect to go through our explanation."

"This is not a town hall meeting," added Hutchings.

"We're talking about a topic that's really emotional and passionate, so I just saw a lot of passion and a lot of emotion today. I wanted to at least bring to the attention of our audience that it's important for us to be able to be rational and respectful when we're talking about this very sensitive topic," Hutchings said in an interview after the summit.

Trump stressed the importance of distinguishing between the execution of the district's emergency and communications plans that day.

"They can handle the emergency plan perfectly," Trump said, adding that failure to execute the communications plan can "become a greater crisis than the threat itself."

Audience member Mark Levin supported Trump's statement. "That's a message that everyone really has to understand," he said.

Near the end of the summit, Trump asked audience members for a show of hands to indicate the method of communication they preferred.

The majority preferred an automated text messaging service for announcements from administration. Hutchings said the administration is looking into this.

"I'm just hoping the school district will set up a system to give solid information fast," said parent Nate Philips.

"I'm just hoping the school district will set up a system to give solid information fast."

NATE PHILIPS

Parent Mimi Plevin-Foust saw a positive side to the situation.

"In a way it was almost a service that this happened and they're learning from their mistakes during a situation that was not actively dangerous so that if something dangerous happens, things will go even better," she said.

"While some mistakes were made, obviously everyone is really committed to improving the communication plan," said parent Missy Sherwin.

The improvements in communication were exemplified when Reed informed the high school of a graffiti threat found on a bench in the dance room of the high school on Oct.30. The statement was made at 9:57 a.m. via P.A. announcement and stated that after the threat was discovered, "The student was removed from class and is now in police custody. Classes at the High School were not impacted. We have no reason to believe that anyone is in danger and the graffiti has been removed."

The statement went on to say, "As always, we encourage students and staff to inform an administrator or security personnel if they hear or see anything suspicious or threatening. We take every threat seriously and will not tolerate disruption of our school program. All students involved in activity such as this will be warranted the highest disciplinary consequence possible by the state of Ohio. We congratulate our High School staff for their rapid and coordinated response to this incident."

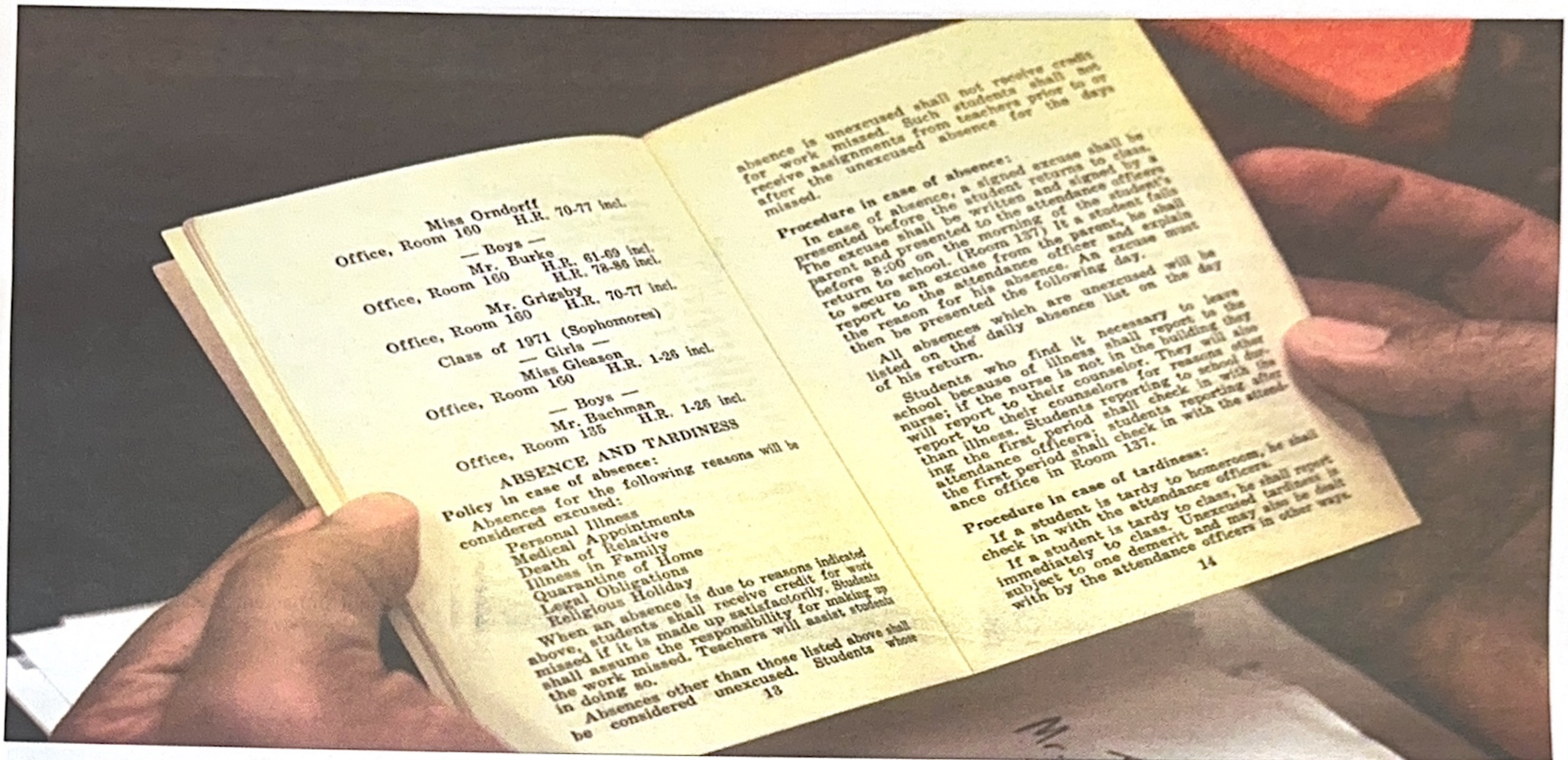
Some of the district's plans to improve communication were posted on shaker.org after the summit.

"Parents and community members should rely on the District's web site, as well as official emails and robo-calls, for accurate information, rather than non-district web sites, media accounts, rumor and social media sources. The district is working to improve its communications by getting information to parents faster and more frequently. It is highly recommended that parents should not call or come to their child's school during an emergency. Coming to the school could jeopardize the safety of parents and students. Excessive telephone calls to school can tie up phone lines. Both of these things may interfere with the work of police and medical personnel," read the statement.

The day of the incident, The Shakerite posted a story about the threat at 8:49 a.m. and an updated story at 11:40 a.m.

"Impressed with @TheShakerite high school newspaper before; today they were the most reliable source of real info," one Shaker parent tweeted at 10:09 p.m. Oct. 7.

After the event, Hutchings said, "I think that the summit was a first step in us having a discussion around safety and security in Shaker schools. I think that is beginning the discussion and dialogue which is important for us to at least start this journey."



Miss Orndorff
Office, Room 160 H.R. 70-77 incl.
— Boys —
Mr. Burke
Office, Room 160 H.R. 61-69 incl.
H.R. 78-86 incl.
Mr. Grigsby
Office, Room 160 H.R. 70-77 incl.
Class of 1971 (Sophomores)
— Girls —
Miss Gleason
Office, Room 160 H.R. 1-26 incl.
— Boys —
Mr. Bachman
Office, Room 135 H.R. 1-26 incl.

ABSENCE AND TARDINESS

Policy in case of absence:

Absences for the following reasons will be considered excused:

Personal Illness
Medical Appointments
Death of Relative
Illness in Family
Quarantine of Home
Legal Obligations
Religious Holiday

When an absence is due to reasons indicated above, students shall receive credit for work missed if it is made up satisfactorily. Students shall assume the responsibility for making up the work missed. Teachers will assist students in doing so.

Absences other than those listed above shall be considered unexcused. Students whose

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absence is unexcused shall not receive credit for work missed. Such students shall not receive assignments from teachers prior to or after the unexcused absence for the days missed.

Procedure in case of absence:

In case of absence, a signed excuse shall be presented before the student returns to class. The excuse shall be written and signed by a parent and presented to the attendance officers before 8:00 on the morning of the student's return to school. (Room 137) If a student fails to secure an excuse from the parent, he shall report to the attendance officer and explain the reason for his absence. An excuse must then be presented the following day.

All absences which are unexcused will be listed on the daily absence list on the day of his return.

Students who find it necessary to leave school because of illness shall report to the nurse; if the nurse is not in the building they will report to their counselor. They will also report to their counselors for reasons other than illness. Students reporting to school during the first period shall check in with the attendance officers; students reporting after the first period shall check in with the attendance office in Room 137.

Procedure in case of tardiness:

If a student is tardy to homeroom, he shall check in with the attendance officers.

If a student is tardy to class, he shall report immediately to class. Unexcused tardiness is subject to one demerit and may also be dealt with by the attendance officers in other ways.

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MIMI RICANATI/THE SHAKERITE

James Reed III, an advocate for the tardy policy, displays the policy for tardiness from an older Shaker Heights High School handbook, to show similarities of past policies and the 2015-2016 revised policy.

Tardy Policy Changes School Dynamic

Reinforcement of neglected protocol leads to culture shift

GRACE LOUGHEED AND YASMINE KAYALI
CAMPUS AND CITY EDITORS

Once crowded with students leisurely approaching their classrooms, the high school's hallways are now virtually empty when the tardy bell rings.

The new tardy policy states that classroom doors will be locked after the second bell.

If students show up after the tardy bell, they must visit one of two tardy-slip stations, located on the first and second floors, and obtain a green pass.

Students are then given five minutes to return to class in order to avoid an unexcused absence.

Students who are legitimately late - because of finishing a test, for example - will be issued pink passes to distinguish them from those who are unexcused.

Students who accumulate five unexcused tardies will be required to serve and extended-study detention after school. After 10 unexcused tardies, they will receive an in-school suspension.

"There has never been a school that has allowed folks to be tardy to class with no repercussion," Principal James Reed III said.

In the first month of school, teachers expressed their satisfaction with the policy.

> **"Having doors locked in kids' faces is not the way to create a hospitable learning environment, it's the opposite."**
>
> **MARGI WEISS**

"Students are rarely late to class. It means more to the students to get to class on time, which makes it a better learning atmosphere," science teacher William Scanlon said.

French teacher Suzanne Genillier said the policy is the first time everyone in school is united.

"I thought it was time we did something to show this is a learning institution," Genillier said.

"This year, with the exception of first period, I have had pretty much no tardies," said science teacher Evan Zuzik.

"I don't have to restart my lesson and I could actually use all of my teaching time."

Reed explained the technical and financial importance of students' attendance.

"Funding is determined by how many students you have in class. There is a push in the state to check by hour," said Reed. "If we say we have 1,700 students here, but on any given day we can only show 1,300 here, it puts up a red flag for folks looking at state funding.

"It's incumbent upon teachers to have accurate attendance. It's incumbent upon students to be in class. We never know when the state will check, and they simply ask for our attendance," Reed added.

Reed explained the usefulness of training students to be on time. "I also think it's part of what we do here, train for the next stages of their lives," Reed said.

"For some folks who are going into the field of work, it's one of the most useable skills we can give them. *There are very few jobs [to which] you can go when you want to.*"

Spanish teacher *Kimberly Ponce De* Leon echoed that idea.

"I think it's important to teach them now, at this stage in your life, that there are consequences for your actions," she said.

Unsurprisingly, seniors have been comparing the new approach to their previous years and don't share teachers' enthusiasm for it.

"I understand why they're doing it," said senior Jessica Morford. "I just don't think it's very efficient, and a lot of students are upset about it."

"I think their idea behind it makes sense -- to try to make all the kids get to class on time and get a consequence if they are late," added senior Mara Madden.

"Then it causes the students to be later because they're getting the green pass, which is not efficient for the student," she said.

"Until this year it was basically in the hands of the individual teachers. Some marked tardiness, and some really didn't care if you weren't being disruptive. In my experience it was sufficient, but I did witness students roaming the halls aimlessly sometimes," said senior Margi Weiss.

"In the past three years most teachers were understanding if you came to class late, and the rules were not enforced," senior Grace Rostetter added.

Ponce De Leon expressed concern about that inconsistency.

"What I am afraid of is that it becomes too unwieldy to manage and that there are too many consequences to enforce and that people are going to backpedal on the consistency of it and just say, 'Well if they're only a minute late then we're just gonna not give them a pass and not give them a consequence.'

"And then it'll be two minutes late, and then it'll be five minutes late and then it'll be 20 minutes late," she said.

"Ever since freshman year, I've tried to never be late. I don't like the idea of it and I don't like to miss class," Madden said.

"The only effect it has on me is that it's annoying to have people walk in and disrupt class," she continued.

"My routine hasn't changed much, but my mentality has," Weiss said.

"Getting yelled at constantly in the halls to rush to class is making me resent going. Getting scolded every day for doing my best to get to class is just frustrating. Having doors locked in kids' faces is not the way to create a hospitable learning environment. It's the opposite," Weiss added.

With students questioning how long the tardy policy will last, past policies that were similarly enforced at the beginning of a school year and later disregarded came to the minds of students and teachers.

"I definitely think that the phone policy has been one that didn't really stick," said Ponce De Leon.

Scanlon agreed. "The rule didn't stay because no one was enforcing it," he said.

Dr. Michael Horvath, associate professor of industrial-organizational research at Cleveland State University, explained generally what it takes for an organizational change to succeed.

"One should try to minimize resistance to the change." said Horvath. "To do so, one would want buy-in from all levels of the organization.

"This can be done in many ways. For instance, the individuals leading the change process could clearly and convincingly communicate the need for the change and respond to any anticipated concerns or questions.

"Some processes include members of all affected groups on the change team, in order to ensure that all groups perceive that their voices are heard.

"The organization should also demonstrate a commitment to the change through consistent communication and actions from the leadership – thus showing their buy-in."

Ponce De Leon said the high school climate prior to this year was at times disruptive.

MATT WHITESIDE//THE SHAKERITE

Tony Cuda welcomes students into class prior to the tardy bell. Teachers are instructed to shut their doors to late students after the bell sounds.

"There was definitely some things lacking in the climate of the high school in order to have a civilized climate, and one of those things was just that the halls were so rowdy and disruptive to teaching and it was very difficult to have class going on with kids entering whenever they wanted," she said. "So, prior to [the new policy] it was disruptive, it was unwieldy in terms of management and there wasn't one sound policy for everyone.

"I thought it was time we did something to show this is a learning institution."
SUZANNE GENILLIER

"Everyone kind of had their own individual policies, and so students also didn't know what to expect.

"I think that all those things combined really led to not having a climate that was conducive to learning and to teaching."

Reed said the inconsistency in policy enforcement leads students to troubling conclusions.

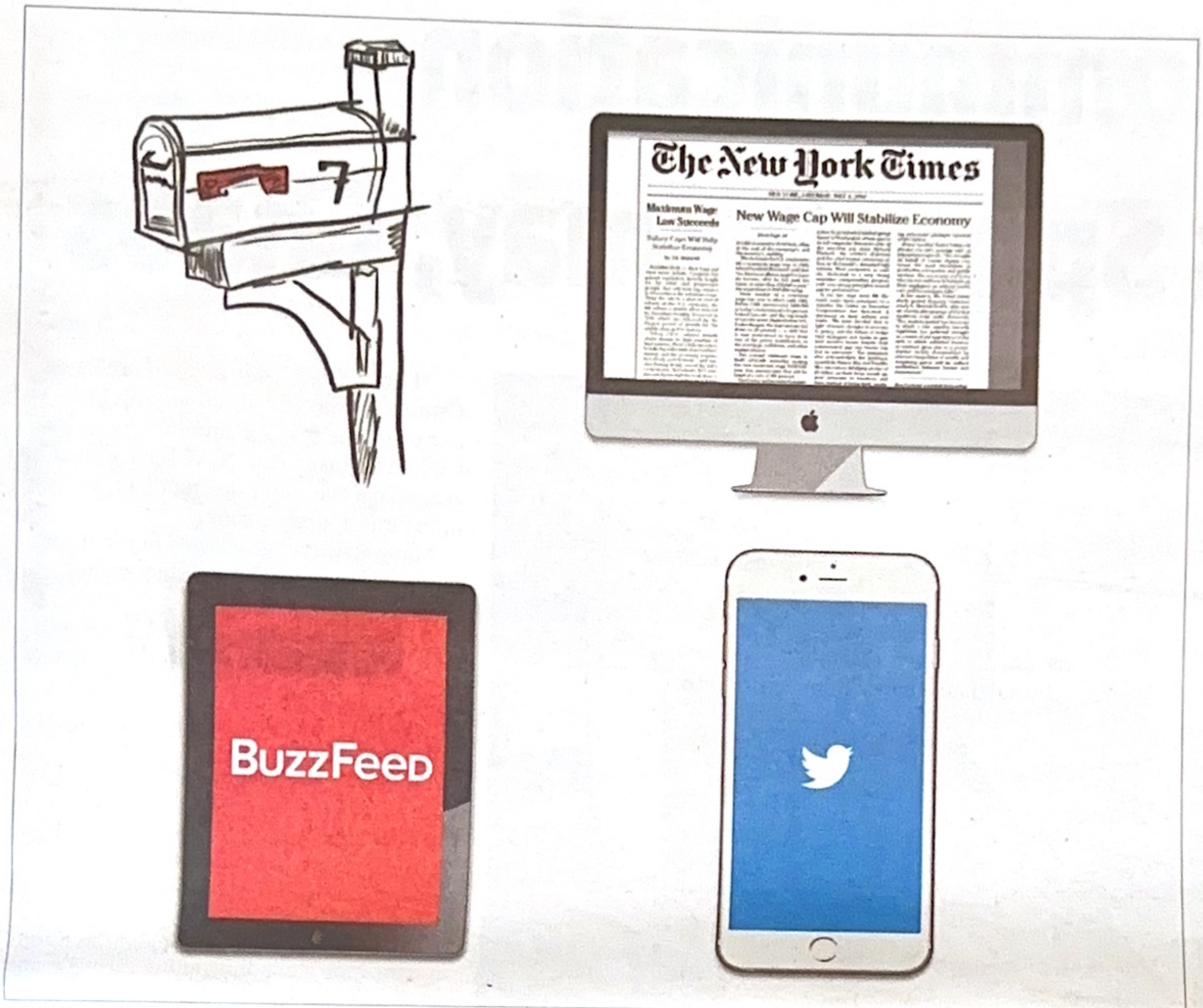
"I think that the students here at the high school believe there are two high schools," Reed said.

"There are students for whom consequences are given for their tardiness, there are students whose consequences are looked over. So once you have a situation that is diverse, like we have here at the high school, you can't have folks believing that there are two rules for the same kind of occurrence."

Ultimately, the tardy policy is intended to make classrooms more inviting than the halls.

"If we can make it uncomfortable for folks to be out in the hallways rather than in classes, then all of us will benefit," Reed added.

"Those students who need a great deal of support and those students who need less support, those students who are intrinsically motivated by school and those students who are not."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The New York Times
Maximum Wage Law Succeeds
New Wage Cap Will Stabilize Economy
BuzzFeed

JESS MORFORD//THE SHAKERITE

Erradicating the Kids' Table, One Article at a Time

News platforms fit into hands of younger generations

EMILY MONTENEGRO OPINION EDITOR

I've developed a shield of indifference against the irritatingly prejudiced jokes hurled my way by adults making halfhearted attempts to understand my generation. A few years ago, that crack about Twittergram Facechat would've been tolerated, because social media was only a big deal on mobile phones.

Now, I could be reading about the Syrian refugee crisis or educating myself before a presidential debate.

As paperboys and the comic section take a backseat to modernized, technological news platforms, the younger generations inch further and further into "the know."

The tech evolution of news began almost two decades ago, when the first whisperings of web editions tickled journalists' brains.

As the Internet concept became more inviting, so did the idea of online newspapers replacing thick, tree-killing papers. The New York Times, Washington Post and Plain Dealer all added a "dot com" to their famous flags.

Next came the exclusive websites that shrank the news like Alice in Wonderland's magical cake. These sites skipped the paper trail and headed straight for the screens.

Their articles are accessible from all devices, inviting a younger generation of readers with their pocket technology.

Another online perk: briefer news delivery.

Website articles are often more succinct than multi-page paper masterpieces.

TheSkimm, an email newsletter that sends current events into my mailbox daily, informs me of worldwide news in less than five minutes.

Not only is the length great for my groggy morning bedhead, but TheSkimm also uses a more informal, comedic tone to hold my attention.

If their witty appetizers aren't enough for my journalistic hunger, they offer links to full-length entrees as well.

Buzzfeed has also mastered the art of entertaining news delivery.

Mixed amongst nonsensical quizzes and silly videos are serious, hard-hitting news articles.

Whether kids mean to or not, they're immersing themselves further into the news world, blurring the thin line between adult and child.

Not only does it feel like my generation is more educated about the world around them, but it feels like there's more that we can do about the problems within it.

Raising awareness for anything, be it Lou Gehrig's Disease or poaching in Africa, takes a tap of the thumb these days. In less than a second, I can retweet an online petition regarding gun laws or post a Disney photo on Instagram to raise awareness of childhood cancer.

Some critics call this "slacktivism," claiming a few trending hashtags will do nothing to solve the world's problems - but if the Ice Bucket Challenge is any proof, those critics are wrong.

Millions of ice buckets poured on heads led to $113 million for Lou Gehrig's Disease (ALS) research.

Not every problem will be solved by some teens and their cell phones, nor should a retweet be the most a person does to solve them.

If I didn't have Instagram - *yes, the same social media that is thought to be distracting in class* - I wouldn't know a thing about Lou Gehrig's Disease, Cecil the Lion or any other controversial current event. If it weren't for my daily Skimm newsletter, I wouldn't be as curious and educated about world events.

If it weren't for the Buzzfeed links on my Twitter timeline, I might be a few steps out of the loop.

It's because of these accessible news platforms that I'm able to hold my own in a conversation with adults. That's right: the line between adult and teen conversation has been blurred.

Every article I read is one more step away from the kid's table.

As I become more educated, I'm able to form my own opinions about mature topics. If used correctly, phones can be a great source of information.

The more time I spend scrolling through digital news, the closer I feel to adulthood.

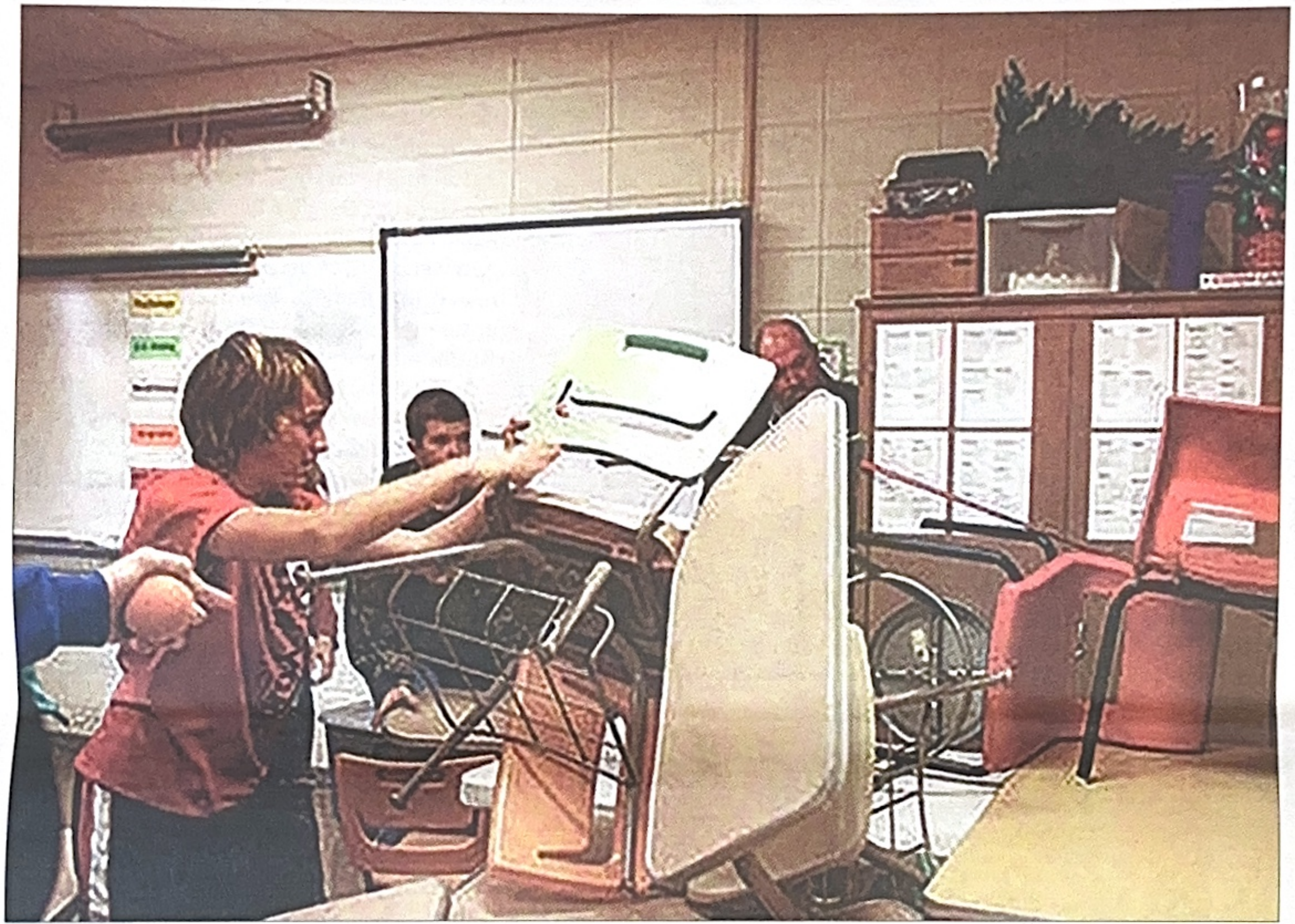
However, I'll admit this to the teachers who have told me to put my phone away in class: there's a good chance I was playing solitaire or messing with the new Snapchat filters during that lecture.

That doesn't mean my generation should be underestimated, but I am in high school, after all.

I might need some Angry Birds from time to time. Nobody's perfect.

Whether kids mean to or not, they're immersing themselves further into the news world, blurring the thin line between adult and child

District Communication Blunders Spark Dismay, Chaos



NOREEN HYSLOP//THE DAILY STATESMAN

Students at Richland Junior High in Essex, Missouri barricade a classroom door during ALICE training session. Shaker previously considered this training to teach students how to react to an intruder.

Administration's failure to relay detailed information on shooting threat triggers widespread community concern and confusion

LILY ROTH OPINION EDITOR

As terrifying as last month's threat was, it wasn't as rare as one might think. Kenneth Trump, President of National School Safety and Security Services, stated that there were more than 800 threats made against schools in the United States from January to May in 2014, one-third of which were electronic.

This exemplifies both the strong positive and negative aspects of social media.

On one hand, social media allows people to connect with one another. However, it also provides a frightening opportunity to obscure identity and spread false information.

"Because [social media] is so -- in essence -- decentralized, and it's a ground roots form of communication, that means there's less control," high school Individuals and Societies teacher Yvonne Horstman said.

> **"Empathy and assurance of safety needed to be addressed with real solutions and tactics."**
>
> **MOLLY MARKEY**

The day of the threat, students went straight to their social media accounts, spreading information, regardless of factual accuracy.

"Who's communicating the accurate information?" Horstman asked.

"I can tolerate some uncertainty about the best substantive response to something like this, but it's harder for me to tolerate the gap in how the schools and the community, including the police, advice is communicated," said Shaker parent Anne Flamm.

Principal James Reed first came on the PA system with a vague announcement for teachers to check their emails during first period. Uninformed parents and students were forced to read between the lines of Reed's cryptic directive.

"I was scared," said sophomore Paige Campbell, who was at Raiderettes practice when the first PA announcement was made. Her instructor, Sally Davros, had no access to a computer during their practice in the multipurpose room.

Many Raiderettes learned of the threat in the locker room through the student body's' word of mouth.

Rather than following a lockdown procedure, students were told that they could leave the building so long as they were excused by a parent.

"Everybody else was leaving, I didn't know what was going on and I saw a K-9 unit. I think they should have evacuated the building," freshman Tavon Amie said.

Due to this lack of communication, students disregarded the district's plan and instead formed their own.

When asked to comment about the administration's handling of the threat, many teachers refused.

Empathy and assurance of safety need to be addressed with real solutions and tactics.

"There was too much ambiguity in the plan for when students returned," said Molly Markey, Shaker mother of two.

"I was dismayed that the message given to students, and then to parents, was sort of 'Do what you think is best," Flamm said.

Between fleeing students and frantic parents, the school became a chaotic free for all -- a sharp contrast to the quiet calm of lockdown procedure.

"When I entered the school, there were students and adults [parents] everywhere, kids just walking out of all different doors. I even saw kids letting other students back into side doors," Markey said.

A second -- more desperate -- PA announcement aired during second period to help quell students' worries and encourage them to proceed with their regularly scheduled day.

This was to no avail, seeing as more than 600 students had already left.

If anything, the administration's response to Wednesday's threat piled more doubt and distrust into students' minds. Providing more information, or even setting a solid plan for us to follow, could have avoided a major exodus of students.

"The more that the communication can be transparent, the calmer the situation ends up being," Horstman said.

Unfortunately, communication from

school to community is significantly flawed.

At a high school assembly focusing on the safety of our school, Reed revealed that a startling number of students' family contact phone numbers proved to be incorrect at the time of the threat -- 60 percent, to be exact. That means parents did receive the robocalls that the district relies on to share information to students' families.

"I never got a phone call. You would imagine that if something awful was happening at any school, that we would be called," said Kelly Kornblut, Shaker parent and a Special Education Aid at Joseph and Florence Mandel Jewish Day School.

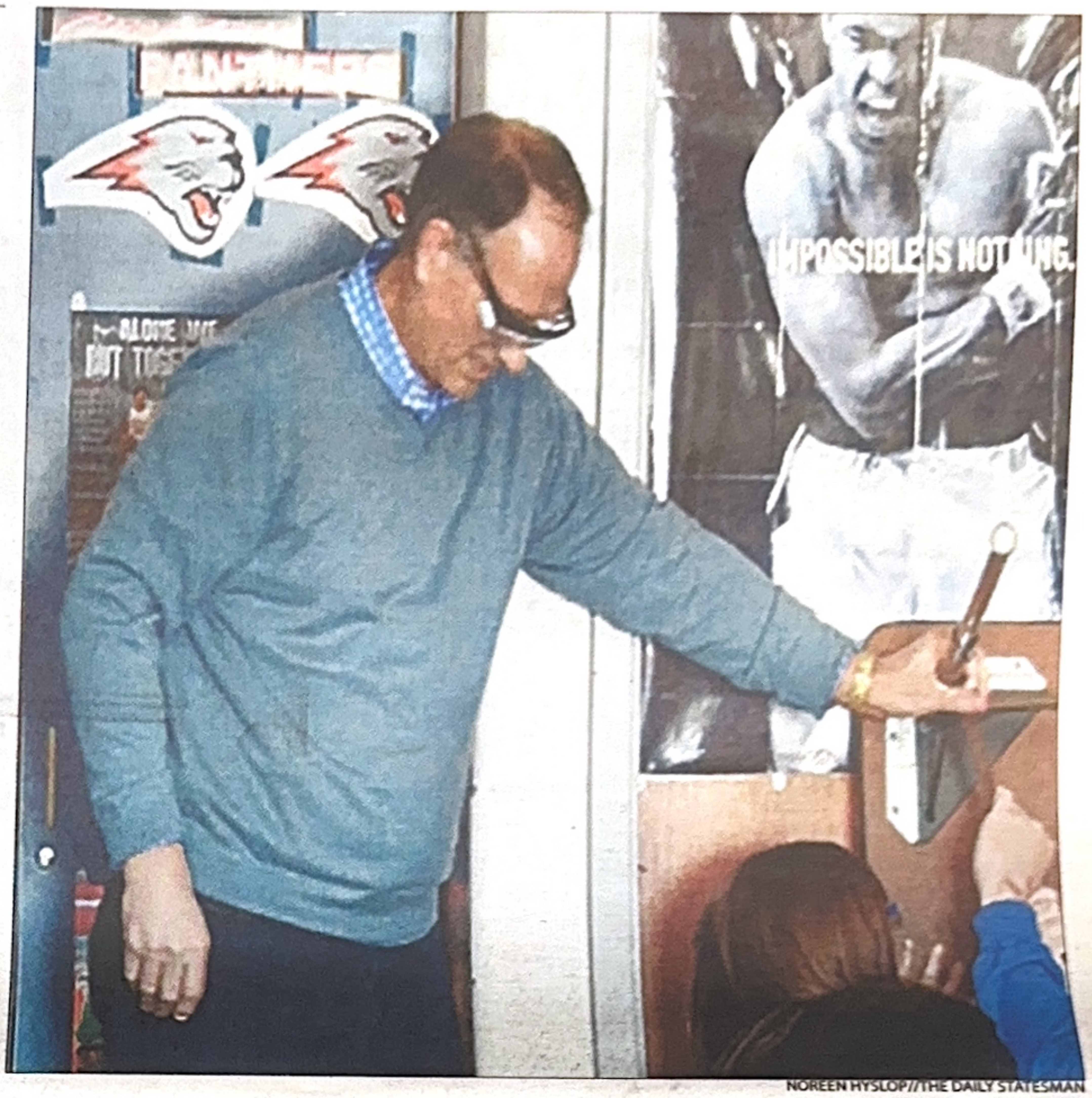
"My first reaction was just simply shock, and in that moment, I believed that my life was at risk," freshman class president Kevin LaMonica said.

"I wanted to leave because I felt safe anywhere but there."

"Schools should only go into lockdown when something happens during the school day, and this was before the school day, so I think it just makes more sense for us to not go to school knowing that there's a threat," senior Jamie Semel said.

"One of the problems was the storm of parents coming in and crowding the school, but the finger to point here is at the administration. Their lack of communication was the cause of the mob of parents," added sophomore Madi Hart.

> **"One of the problems was the storm of parents coming in and crowding the school, but the finger to point here is at the administration."**
>
> **MADI HART**


IMPOSSIBLE IS NOTHING.

NOREEN HYSLOP//THE DAILY STATESMAN

After the chaos from the threat, it may be time for the district to reconsider how we approach emergency situations.

There have been more than 100 school shootings since the horror at Sandy Hook Elementary School in 2013.

When compared to the thousands of peaceful American schools, this number is relatively small, but the fact that gun violence has affected one school at all is disturbing enough.

"In today's world it's becoming an epidemic that kids are threatening schools on a weekly basis or monthly basis.

"Who knows if it's a false alarm or if it's a true person that is going to follow through on a threat?" Kornblut said.

It's terrifying to consider Shaker Heights as a vulnerable school, but it's necessary to prepare for the worst and consider: What if?

Lockdown drills aren't just a break from learning the ABC's anymore.

They're training for something that, as terrifying as it sounds, could happen.

Prior to the threat, there was a routine lockdown drill at the school on Thursday, Oct. 1. Given recent events nationally, the atmosphere was more tense than usual.

Shaker currently follows a hide-and-seek lockdown procedure.

Students squeeze into corners while teachers try to lock their doors as quickly as possible.

The notion is that a locked door and dark classroom would act as a brick wall against intruders, but in reality, the system is faulty.

Problems arose after Shaker's latest lockdown drill, where it was revealed that several high school classroom doors don't properly lock.

As police officers routinely tugged on door handles to check their security, petrified students watched the doors fly open.

Unbeknownst to the school, as students crouched behind desks, hiding from an imaginary intruder, Oregon Community College experienced a horrible reality as a gunman terrorized their school.

Disturbing as it is, this irony displays how important a solid crisis plan is for schools nowadays.

> **"Do you wait for a fire to come to you? No, you escape. Intruders should be treated the same way."**
>
> **KELLY KORNBLUT**

Past school shootings similar to Oregon prompted a reevaluation of instituted lockdown procedures.

In recent years, Shaker considered adopting ALICE -- Alert, Lockdown, Inform, Counter, Evacuate -- the alternative lockdown training program.

The ALICE Training Institute claims to go a step further than the conventional lockdown drill that Shaker and many other high schools currently exercise.

Instead of students hiding from the intruder like sitting ducks, ALICE training calls for barricades and, as a last resort, active defense.

"Why wait to see if an intruder will come to you? If you're able to escape ... you do so," Kornblut said. "Do you wait for a fire to come to you? No, you escape. Intruders should be treated the same way."

Kornblut added, "I absolutely think ALICE is a program that not only the high school should adopt, but a program that I think every school district in the state of Ohio should adopt. ALICE has shown a better result in 'happy endings.'"

Is it possible Shaker's hide-and-seek lockdown policy could take away our own "happy ending?"

"Just sitting in a classroom against the wall isn't going to save our lives," Campbell said.

Gun violence is certainly not limited to schools. The Second Amendment argument can't cover the facts.

Data from the Centers for Disease Control and Prevention states that there are approximately 81,300 nonfatal injuries and 31,672 deaths every year involving guns.

That works out to about 308 shootings and 86 deaths every day.

"It's not like they [administration] needed to tell us everything" Hart said, "but because we weren't given even a baseline of information the whole situation induced anxiety and panic."

Time to Get Over Our Bias

BETTMANN/CORBIS VIA THE DAILY BEAST

In 1979, Brenda Spencer shot and killed two staff members at Grover Cleveland Elementary School in San Diego. Called, "the first modern school shooter," she was denied parole in 2009, and continues to serve time.

Arrest of girl for Oct. 7 threat shocks community

NORA SPADONI PRINT MANAGING EDITOR

There have been female shooters. 16-year-old Brenda Spencer shot and killed two staff members at an elementary school in San Carlos, California in 1979. In 1988, 30-year-old Laurie Dann went on a multiple-day rampage that involved poisoning her former employers, setting fire to multiple houses and attacking children at Hubbard Woods Elementary School, in Illinois. In 1996, 2008 and 2010, women have opened fire at Penn State, Louisiana Technical College and University of Alabama, respectively. The last, Amy Bishop, was a 44-year-old professor.

The threats made to the high school Oct. 7 via social media resulted in the arrest of a 15-year-old female SHHS student. This was more than a little surprising. I, and many of my peers, immediately dumped the blame on some unknown, vengeful male, never suspecting that a girl was behind it all. Why is this?

The idea of school shootings being strictly the domain of men continues to linger. It may be because female school shooters don't tend to leave a lot of victims. Dann, despite everything, only managed to kill one person. The largest number of fatalities in any of the above cases was three, shot by Bishop, the oldest of the bunch by a large margin.

Secondly, most of these female shooters were not students at the schools they targeted. In fact, the Louisiana Technical College case was the only one in which the perpetrator attended the school. The general effect of these two points is that male shooters, who often target their own schools and leave several victims, clog the media and ingrain themselves in our memory.

Quick disclaimer: the number of females who have threatened violence against schools is likely greater than the number of actual female shooters. I don't mean to insinuate that the perpetrator of the threats Oct. 7 was anywhere near actually taking action. However, assumptions based on gender still reveal themselves in this situation. From the second I first heard about the threat, I made a snap judgement: he made a threat; his threat was through social media; he, him, his. For me, and many of my peers, the idea that a girl could muster the malice to carry out something like this wasn't even a consideration. Perhaps this has to do with the lack of really destructive female shooters in the news, or gender stereotypes, or something else. Attribute it to what you like, but it has given me pause. What can we learn from this?

From the second I first heard about the threat, I made the snap judgement: he made a threat; his threat was through social media; he, his, him.

We need to get over our gender bias. Or, at least, work on it. Now that messages like the Oct. 7 threat can be sent instantly to hundreds of people, the ease of making such a threat has opened the playing field for girls. Anyone can get involved. Anyone can cause a panic.

According to an essay by Professor Julia T. Wood of New York University, "media continue to present both women and men in stereotyped ways that limit our perceptions of human possibilities." However, what happens when someone uses social media to go incognito, shed their gender and become anonymous? As a society, we've reached a point where a crisis can go either way. Girl or boy. Man or woman. We need to stop making gender-related judgements in a situation like Oct. 7. In the end, it's only going to hurt us.

We Need to Start Talking About Diversity

Shaker claims diversity is at its core, but we do not go far enough beyond stating our mixed culture

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DON READANCE

'Rite Idea

Shaker students are told from day one how lucky they are to live in a bubble. *This bubble -- which encompasses the city of Shaker Heights -- features AP* and IB classes, the largest marching band in the state, an educational commitment to the arts and most importantly, an unfailing standard of diversity.

However, as racial tensions rise nationwide and Shaker's apparent divides continues to expand, it's time to take a closer look at Shaker's coveted bubble.

Shaker students grow up with the notion that we are diverse, we are special and we are different.

Shaker is somehow unique among all the other communities and cities facing racial inequalities.

However, are we really that different?

It's important to disregard the Shaker bubble and reapproach the issue. Shaker faces a lot of the same segregation issues that the rest of the country faces.

If you look at the high school cafeteria, for example, you will see primarily white and black tables.

Our sports teams are much the same -- football and cheerleading are dominated by African-Americans, while field hockey, soccer and swimming are mostly caucasian.

The racial divides are obvious to the naked eye, so why does Shaker refuse to acknowledge them?

We are diverse but segregated, and we need to accept that. The sooner we accept this, the sooner we can start to talk about it.

Being diverse is one thing, but being unified is another.

The country broke down huge barriers in the '60's with the civil rights movement, but we are now facing a new historical period of racial tensions.

In the past year, Americans saw the unjustified deaths of African-Americans such as Michael Brown and Tamir Rice, showed support for Muslim 14-year-old Ahmad Mohamed -- who was wrongly accused of bringing a bomb to school -- and have spent the primary election season hearing racist slurs from candidates.

It's time to face the truth: there is a huge divide between racial groups in America, and Shaker is no exception.

Being diverse is one thing, but being unified is another.

We, as a community, are not unified. There are pockets within the city that primarily house white, affluent families, and there are others that house low-income, African-American families.

These segregations carry over to the halls of Shaker Heights High School.

This is not to say that these generalizations apply to all Shaker residents, however, they make up the overwhelming majority.

It's time to talk, Shaker.

Recent efforts to bridge these racial gaps include the revitalization of pep rallies and *the founding of programs such as Beyond the Desk for low-income students who deserve equal opportunities.*

However, we need to do more.

Although these attempts are steps in the right direction, they're merely parts of what needs to be a whole.

We need to encourage students not only to step out of their comfort zone, but to leap and bound into groups of common interest.

Bridging racial gaps is not an easy feat, but if anyone can do it, Shaker can.

The only way Shaker is going to solve this problem is by acknowledging it exists in the first place.

There's a huge disparity between races that is yet to be recognized, let alone fixed.

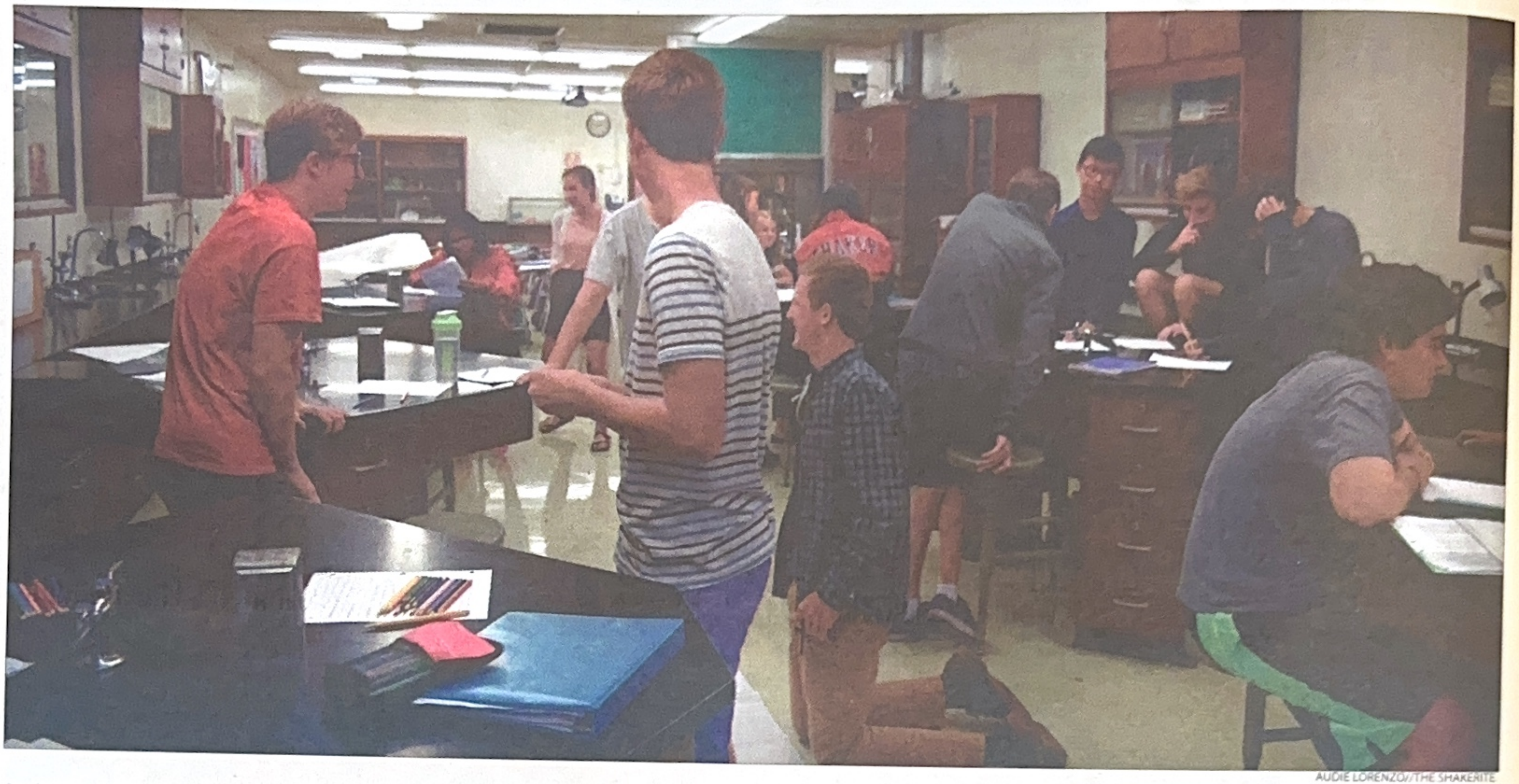
One of the biggest factors to consider is how we perceive our community in relation to the racial injustices that plague our nation today.

Although we may feel well removed from those issues, that's far from the truth.

We are affected by racial disparities just as those in Ferguson and Baltimore are.

Though we are not affected to the same degree, it is still important to confront and discuss these issues in our own community.

Shaker, it's time we pop our bubble and realize that we aren't so special after all.



AUDIE LORENZO//THE SHAKERITE

Students in Nathaniel Hsu's Advanced Placement Biology class first and second period depict the disparity between races, especially evident in higher level courses.

Is Hallway Diversity Enough for Shaker?

On paper Shaker is a diverse community, but our classrooms and sports teams prove otherwise

OSE ARHEGHAN INVESTIGATIONS EDITOR

A community may be known by the schools it keeps, but when the community is so diverse, the students end up keeping to themselves.

One of Shaker's core values holds that diversity makes us stronger, but, especially in the high school, that same diversity is harder to point out than statistics may suggest.

"While I think there are many opportunities at Shaker, and the community is very diverse, I see a lot of segregation," said sophomore Anna Sternberg. "We call ourselves a diverse place, but when I walk in the cafeteria, I see white tables and black tables -- not a lot of mixing."

On paper, Shaker is a diverse high school, with 52 percent of students African-American, 37 percent Caucasian, 5 percent multi-racial, 3 percent Asian and 2 percent Hispanic.

Once inside, however, students separate themselves.

"The school is extremely diverse" in economic status, ethnicity and interests in activities, "but all of those types of people don't necessarily interact or 'play well' with one another," said sophomore Julian Hinze-Gaines.

> **"The school is extremely diverse ... but all of those types of people don't necessarily interact or 'play well' with each other."**
>
> **JULIAN HINZE-GAINES**

High school cafeterias everywhere are scenes of social divisions, and one look at Shaker's lunchroom reveals that students segregate themselves here as well, despite the community's reputation for and commitment to embracing diversity. These divisions are visible in classrooms, sports teams and student activities as well.

Most fall sports teams do not resemble the diversity of the school. Women's tennis is one of the few teams that displays racial variety. This year, among the athletes comprising the varsity A, varsity B and junior varsity women's tennis teams, 56 percent are Caucasian and 26 percent African-American. Eighteen percent of the tennis athletes identify as "Other," a designation that means they do not identify as Caucasian or African-American. Women's tennis athletes are significantly more diverse than those comprising other fall teams.

"The team's diversity has definitely benefitted the team," said captain Allison Kao. "We've gotten to know each other so well to the point that our differences and varying perspectives have impacted one another."

Tennis has long been affiliated with white, affluent -- even country club -- culture, but this identity is changing nationally as more African-American athletes, such as Venus and Serena Williams, establish themselves as dominant professional tennis players. It seems that Shaker's women's tennis program mirrors this trend.

Players and coaches from less diverse teams, however, offered some theories about their sports' homogeneity. They frequently cited economic barriers to participation.

Sophomore figure skater Maddy Suna said the figure-skating community lacks diversity.

"Mostly everyone I skate with is white and from an upper middle-class family," said Suna. "I think this [imbalance] exists because it is one of the most expensive sports. If you want a good pair of skates, it's probably about $300, plus the blades are another $200. Then, you also have to pay for ice time, dresses, shows, competitions and a skating bag."

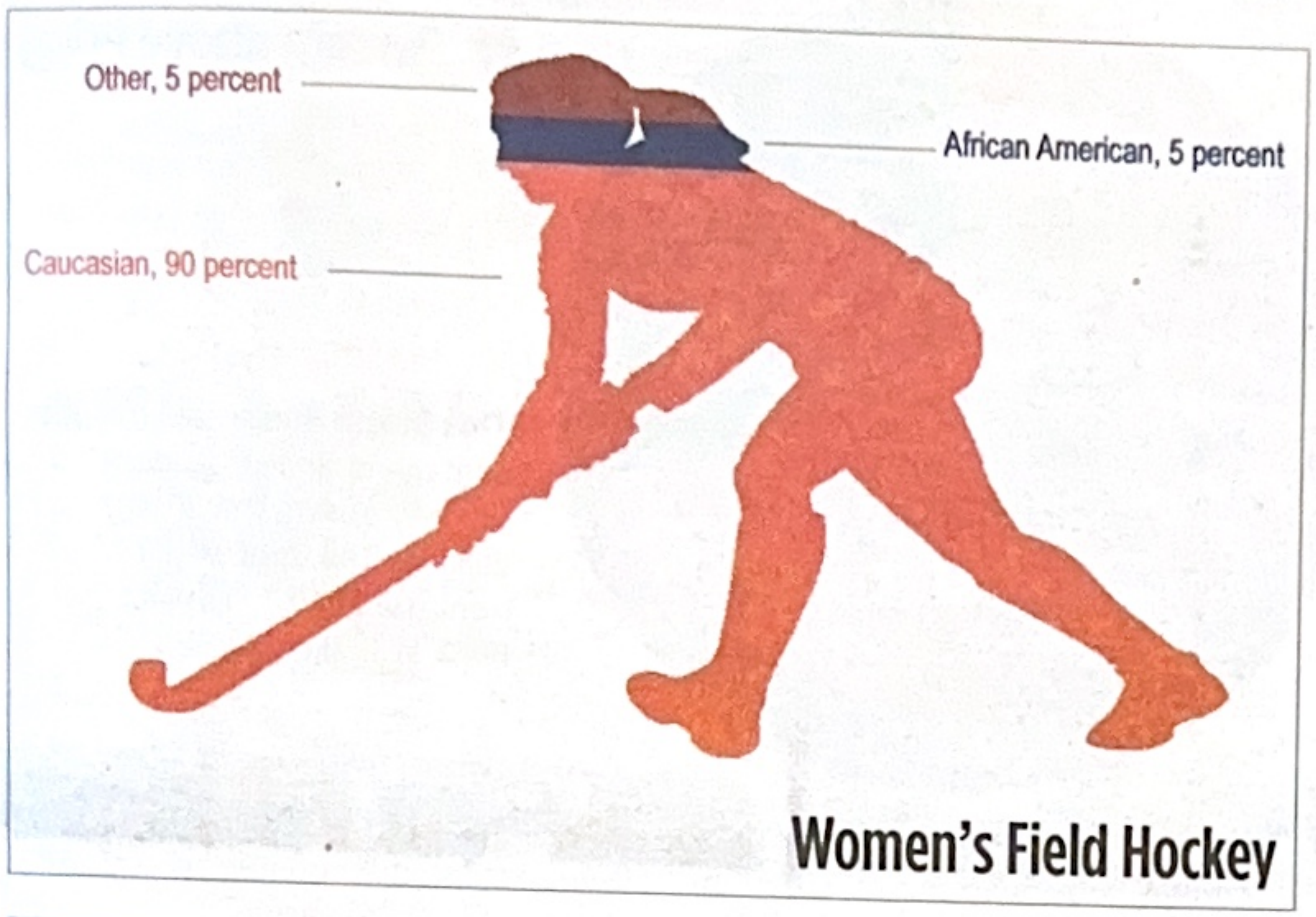
Suna noted that early skating programs are more racially balanced, however.

"If you look at Learn to Skate, it is pretty diverse because people can afford to pay the $5 to rent skates and the money to enroll into the program," she said. "But, once you get to club, it is often too expensive for many families."

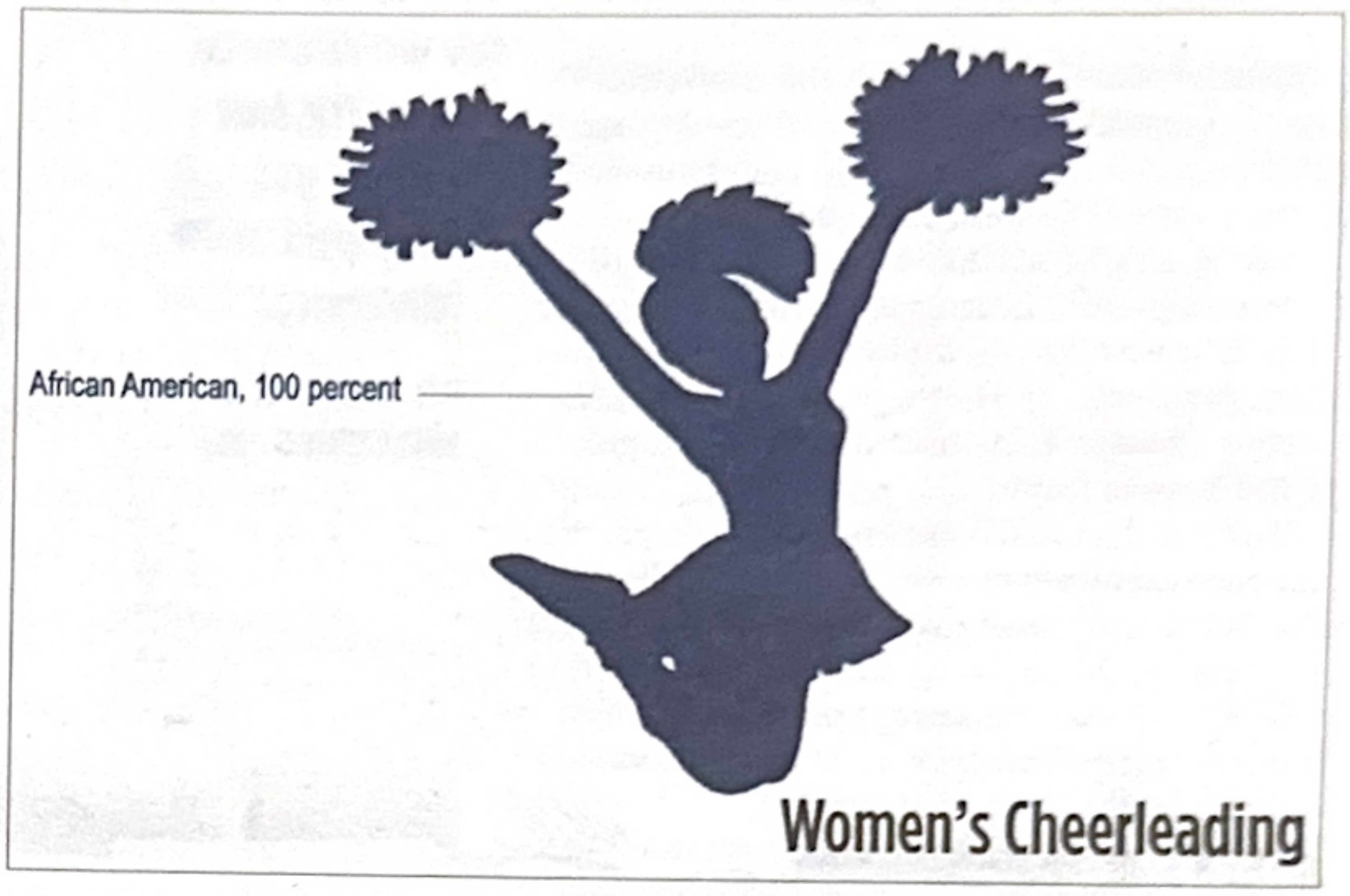
Head field hockey coach Hilary Anderson said that the costs associated with playing sports can limit participation.

"I believe the main reason for the lack of diversity [in field hockey] is the overhead

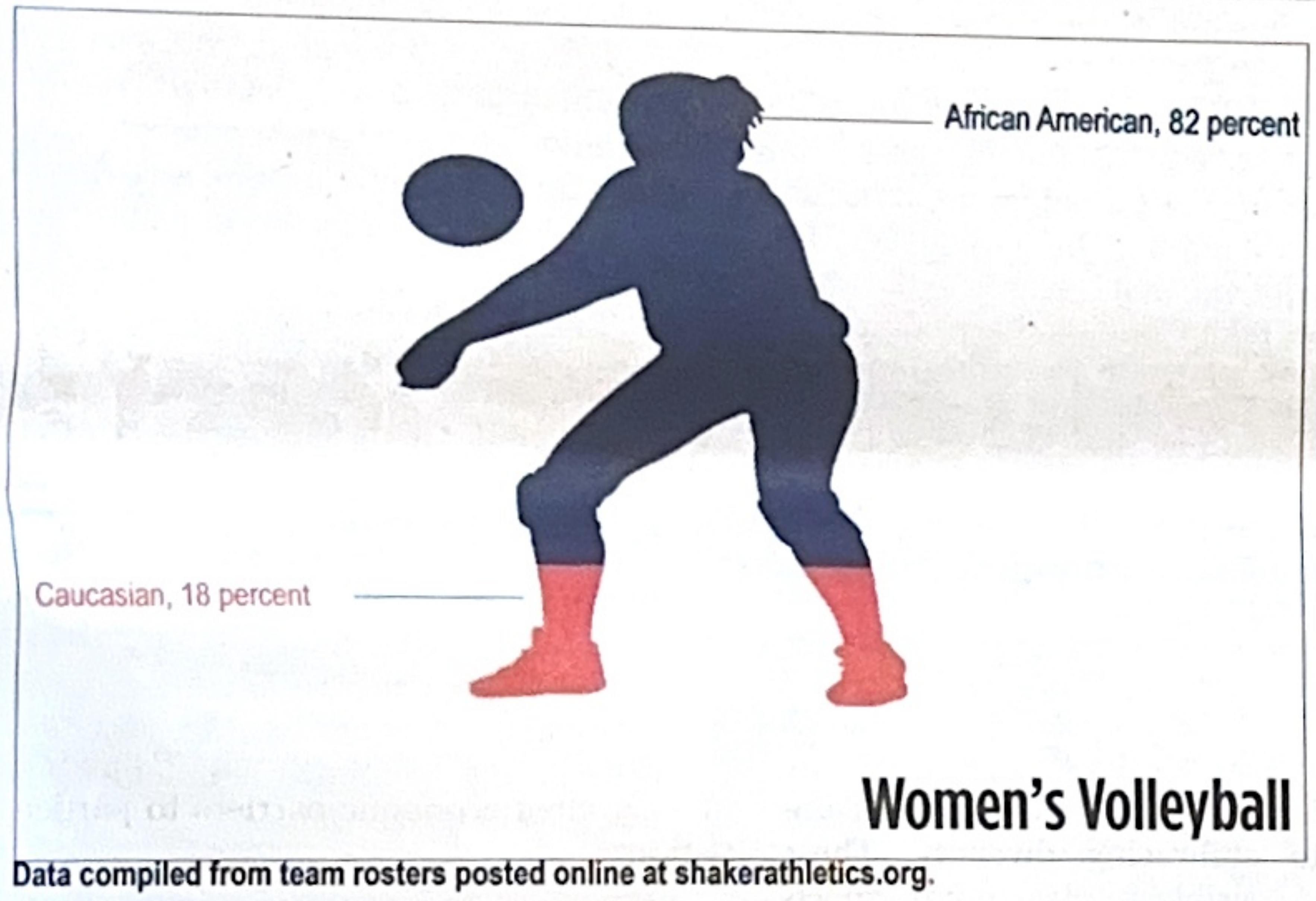
Racial Diversity Breakdown of Fall Varsity Athletics



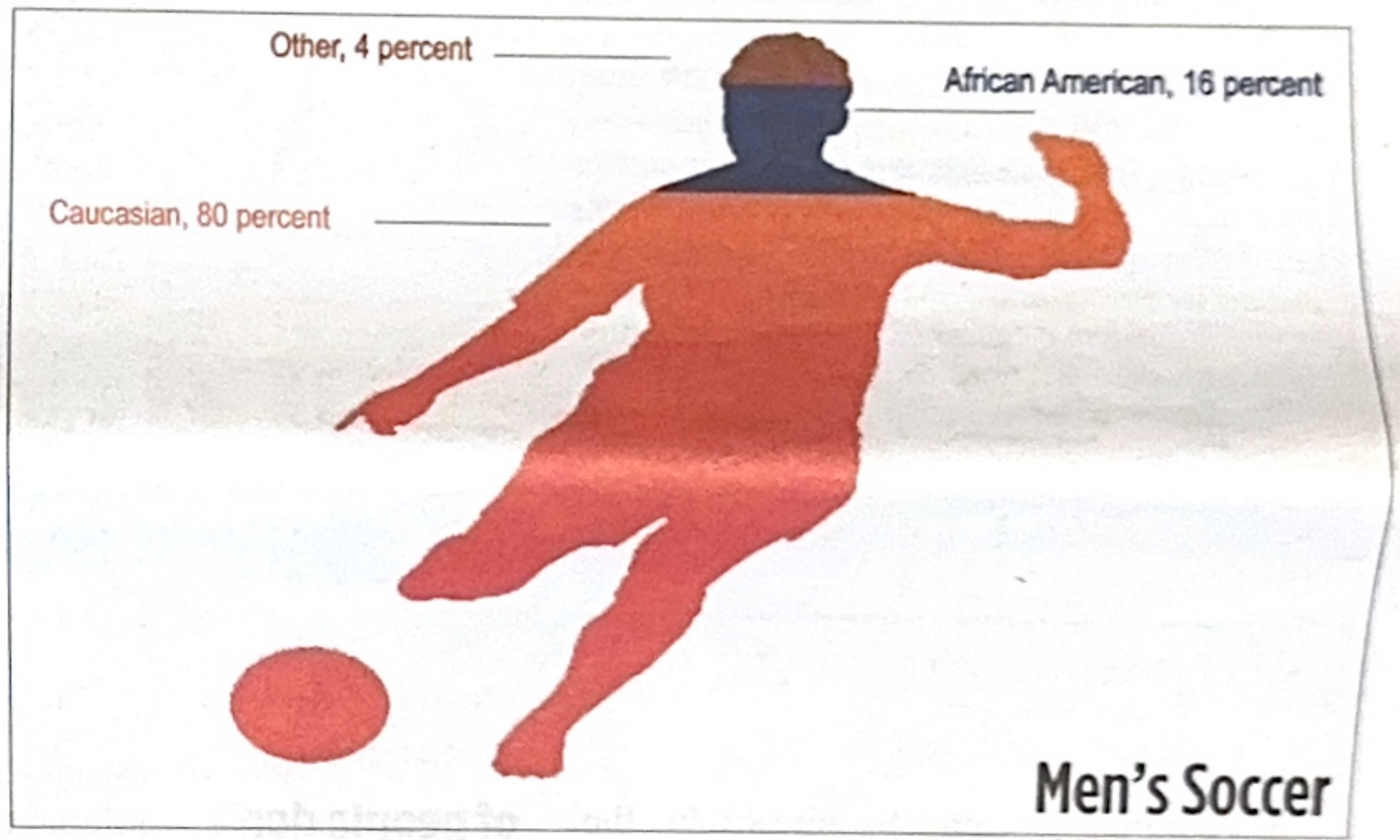
Women's Field Hockey



Women's Cheerleading



Women's Volleyball



Men's Soccer

Data compiled from team rosters posted online at shakerathletics.org.

MARIEL LUSTIG//THE SHAKERITE

cost -- the stick and mouthguard, for example," she said.

Intermediate to expert field hockey sticks at Dick's Sporting Goods cost $60 to $250.

Although racial and ethnic diversity at Shaker is easy to see, economic disparity among the student body is less obvious -- but increasingly present. According to the 2005 Shaker Heights City Schools Fact Book, the poverty rate among all students was 23.3 percent. By 2010, the district reported, it had risen to 31.6 percent.

The district Fact Book does not present poverty rates by racial or ethnic population. However, in the United States, poverty rates among ethnic groups vary widely, with African-American and Hispanic Americans experiencing poverty at more than twice the rate of whites.

According to US News and World Reports, the national poverty rate for non-Hispanic whites was 10.1 percent in 2014. They accounted for 61.8 percent of the total population and 42.1 percent of the people in poverty.

By comparison, the poverty rate for African-Americans was 26.2 percent. For Asians, the 2014 poverty rate was 12.0 percent and among Hispanics, the 2014 poverty rate was 23.6 percent.

> **"I believe the main reason for the lack of diversity [in field hockey] is the overhead cost-- the stick and mouthguard, for example."**
>
> **HILARY ANDERSON**

Some activities, such as band, more accurately represent the racial composition of the student body, perhaps because of efforts to remove financial barriers like those that are present in sports.

"I think [band is diverse] because we had to play an instrument in fifth and sixth grade," Suna said. "The kids who genuinely enjoyed it continued, and those who couldn't afford instruments can get them through the school for free."

Band students are also given the opportunity to raise funds for international trips, which typically cost about $3,000. The band travels internationally every three years, and students often start their fundraising efforts as early as fifth grade. The band booster parents also offer partial scholarships.

"We are always told the excitement of going on a trip to a foreign country, and those who can't afford it can get financial help," Suna said. "Shaker makes it very accomodating for anyone to play an instrument."

Band Director Tim Clemens acknowledges that band can be an expensive activity.

"Uniform fees are paid through the boosters," he said. "Some generous parents pay two or three times the cost of one uniform to pay for others' uniforms."

Additionally, initiatives such as Shaker's Beyond the Desk program strive to remove socioeconomic challenges from the equation. By providing a stipend to students who would otherwise not be able to afford extracurricular costs, the scholarship program enables those working students to work fewer hours and attend activities instead.

"Schools can't and shouldn't lift students' socioeconomic standing," said Beyond the Desk founder Marcia Brown ('15).

"However, schools can help ameliorate equality of opportunity within their red brick walls."

Beyond sports and activities, the racial and ethnic division within the high school is evident in classes, which, while not entirely divided, do not match the high school's diversity.

"[The classes] don't reflect the total diversity of the student population of the school, but it is not solely one ethnic background," physics teacher James Schmidt said.

"I look around my AP classes and generally see white, middle-class kids," Suna said.

In the case of the IB diploma program, now in its fifth year at the high school, English teacher Charles Kelly said diversity is a goal served by promotion.

"I think that we're are trying very hard to get access to all levels of students in all groups whether it's in racial diversity or other kinds of diversity," he said.

"Because it's a new program, I think we've done a degree of work towards trying to make students aware of the program."

In addition to student separation, there is also a lack of diversity among the high school faculty.

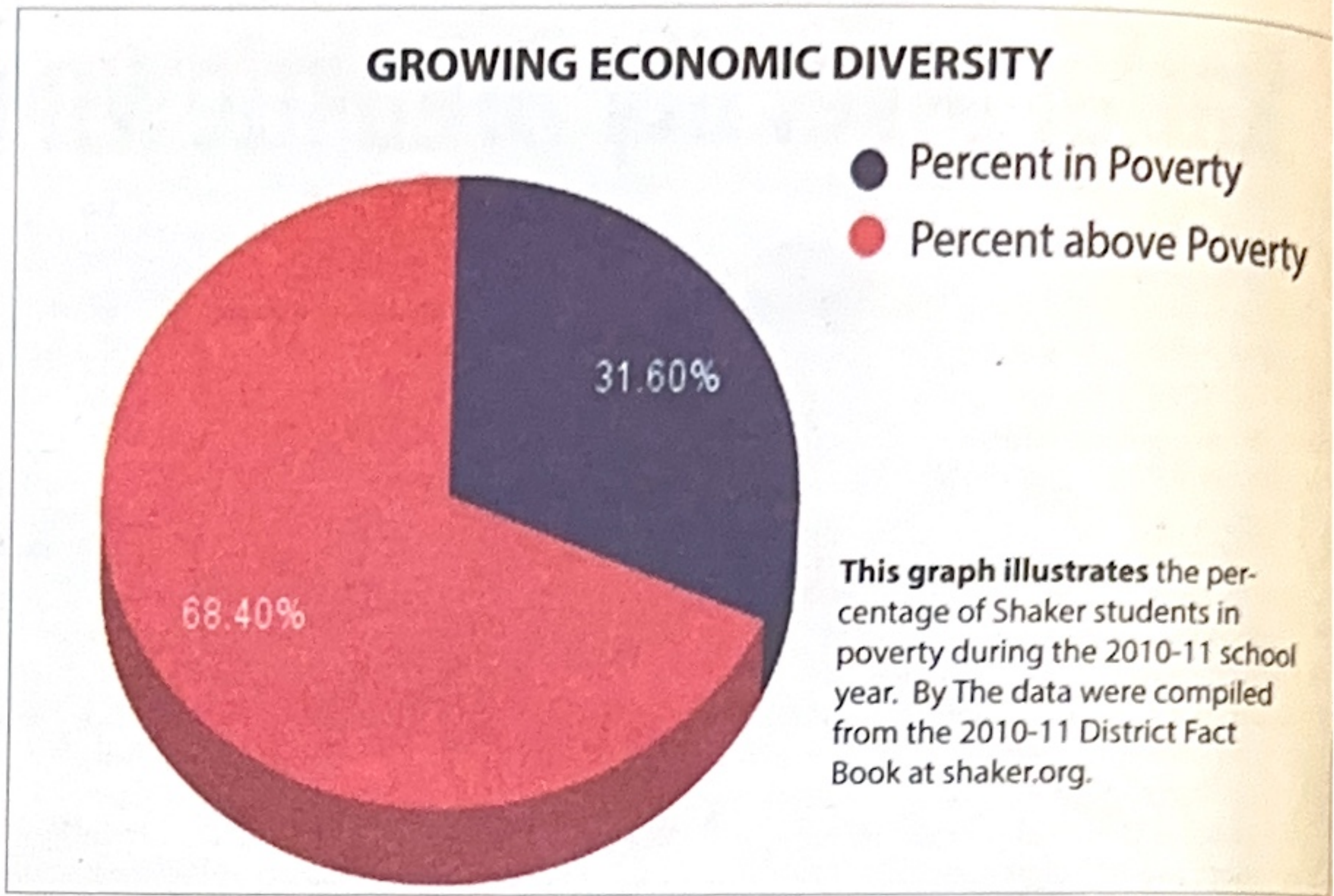
Currently there are no African-American teachers teaching Advancement Placement or International Baccalaureate classes at the high school, which means minority students in the AP and IB tracks do not see themselves reflected in classmates or teachers.

"I think [the AP/IB staff] pretty representative of the general teaching staff as a whole," said math teacher Caroline Markel. "And think that there could be more diversity in the teaching staff as a whole."

Evidence of racial and ethnic separation within the student body is abundant whether this self-imposed segregation is an issue of nature or nurture.

"I think that we need to find a way to not only say we embrace diversity, but really get engaged in diversity."

DR. GREGORY C. HUTCHINGS, JR.


GROWING ECONOMIC DIVERSITY

This graph illustrates the percentage of Shaker students in poverty during the 2010-11 school year. By The data were compiled from the 2010-11 District Fact Book at shaker.org.

MARIEL LUSTIG//THE SHAKERITE

"I think that people gravitate towards things that are comfortable for them," Superintendent Gregory C. Hutchings Jr. said.

"The issue not only here in Shaker Heights but globally [is that] people typically don't like to be taken out of their comfort zone, so you may gravitate towards someone who looks like you or someone who acts like you or someone who has the same values as you or part of the same circle that you're in."

Because of this natural tendency, Hutchings said, clubs, organizations and sports are often populated by people who share characteristics and experiences.

This belief that segregation, even in diverse communities, is due to learned experiences, is common among Shaker students.

"I think we stereotype by experience. [For] example, no one is born with prejudice," Sternberg said.

"Most typically grow up in a household with people [who] look alike and have similar values, so we make friends with people who seem similar to us because this is what we are familiar with.

"When given the opportunity to learn about other cultures or races, people usually take it, but in general most people seem to stay close to what they're used to."

"I do believe there is some degree of people unintentionally, or intentionally, grouping with people of similar ethnicities and cultures," said Hinze-Gaines.

"I consider [the grouping of non-similar persons] to be fairly unnatural, but [it has been] taught in little ways to every person as they develop into young adults, and that's what creates the divide in the teen years."

"I think people segregate based on how they perceived their similarities and differences," said nurse Paula Damm.

"So I think if you have a group of kids and adults, the kids will all hang together and the adults will all hang together."

The difference between the school's reputation for diversity and the reality of student interactions is a concern for Hutchings.

"I think that we need to find a way to not only say we embrace diversity, but really get engaged in diversity," Hutchings said.

"What I mean by that is a lot of our students say that they attend Shaker High School, which is very diverse high school, but a lot of the diversity happens in the hallways."

Hutchings wants to improve integration within the high school.

"When you're in the cafeteria or you're in a specific classroom, you don't see that same diversity that you see when you're walking

AUDIE LORENZO//THE SHAKERITE

Students in Nathaniel Hsu's AP Biology class collaborate. "I look around my AP classes and generally see white, middle-class kids," Maddy Suna said.

down the halls," he said.

"What I would like for us to have is that same kind of diversity in our hallways throughout everything that we do, whether it's a program or an event or a sport or the cafeteria or our classes."

Hutchings' goal supports a common belief that growing up in a diverse community and attending a diverse school gives students an advantage far beyond high school.

Shaker students think that's true.

"I think being with lots of different people during high school will prepare me for all different sorts of people I may have to work with the in future, like [in] college," said junior Gloria Ng.

"Being with lots of different people is good because there are lots of people in this world, and being accepting of lots of different types of people is good."

A U.S. News and World Report examination of this belief determined that diversity in the educational setting is important for eight reasons.

The report concluded that diversity expands worldliness, enhances social development, prepares students for future careers and a global society, increases a student's knowledge base, promotes creative thinking, enhances *self-awareness* and magnifies the power of a general education by providing multiple perspectives.

Parents agreed that diversity is an asset when entering the "real world."

"Diversity was definitely a factor when we decided to have our kids go to Shaker," said Mike Yost, father of freshman Lyle Yost.

"I, personally, was raised in a small town in Pennsylvania with essentially no diversity. My wife and I both have always felt that our kids should live in as diverse a setting as possible to shape their perspectives early on in life," he said.

"We definitely feel Shaker's diversity will help our kids throughout their lives because they see people as people, not as 'different' because of ethnicity or race or other factors."

In keeping with this belief, colleges typically have formal diversity programs and personnel.

"We try to create diversity in college by being respectful in people's views and perspectives in the way that they see the world," Andrew L. Bundy, library assistant and chairperson for Kent State's Student Diversity Committee said.

"We also foster relationships by offering campus events that foster diversity in many different aspects, from conversation to being able to share experiences that will expand their horizons," he said.

"Overall, we try to make our campus a strong, diverse environment and we try to experience this in ourselves as well."

Bundy said that coming from a diverse high school is an asset in college.

> **"Diversity was definitely a factor when we decided to have our kids go to Shaker."**
>
> **MIKE YOST**

He attended Liberty High School in Youngstown.

"Coming from a diverse high school, I have to say that it does provide some advantages in college and in life as well," Bundy said.

"I had many friends who came from different backgrounds in which I was able to understand how interesting our world is as a whole.

"If it wasn't for my experience with diversity in high school, I would not be who I am."

Shaker alumnus Jeron Gaskins ('15), a freshman at Capitol University, agreed with Bundy's assesment.

"I personally think the diversity in Shaker prepared me for college," said Gaskins.

"Because unlike what we are constantly told [in school], it is even more diverse outside of Shaker because outside of Shaker is the whole world."

Gaskins has taken his experiences with diversity at Shaker to his school's diversity office.

"It's really interesting getting to work with all these different groups on campus that want to be represented," he said.

While coming from Shaker might give you an advantage in some aspects of college, it can also have a negative effect.

"The diversity at Shaker has given me really unrealistic expectations of other people when it comes to their cultural literacy," said Shaker alumna Whitney Erin ('15).

> **"The diversity at Shaker has given me really unrealistic expectations of other people when it comes to their cultural literacy."**
>
> **WHITNEY ERIN**

Erin is a freshman studying at Ursuline College.

"I've never been around so many white people who were comfortable jokingly using the n-word in my presence or touching my afro without asking.

"Additionally, people are really ignorant about classism, racism and homophobia compared to Shaker students," she said.

"At orientation we did SGORR-esque activities and I was usually the only one to raise my hand when they asked who'd done them before.

"Thankfully my college has a phenomenal department of multicultural affairs."

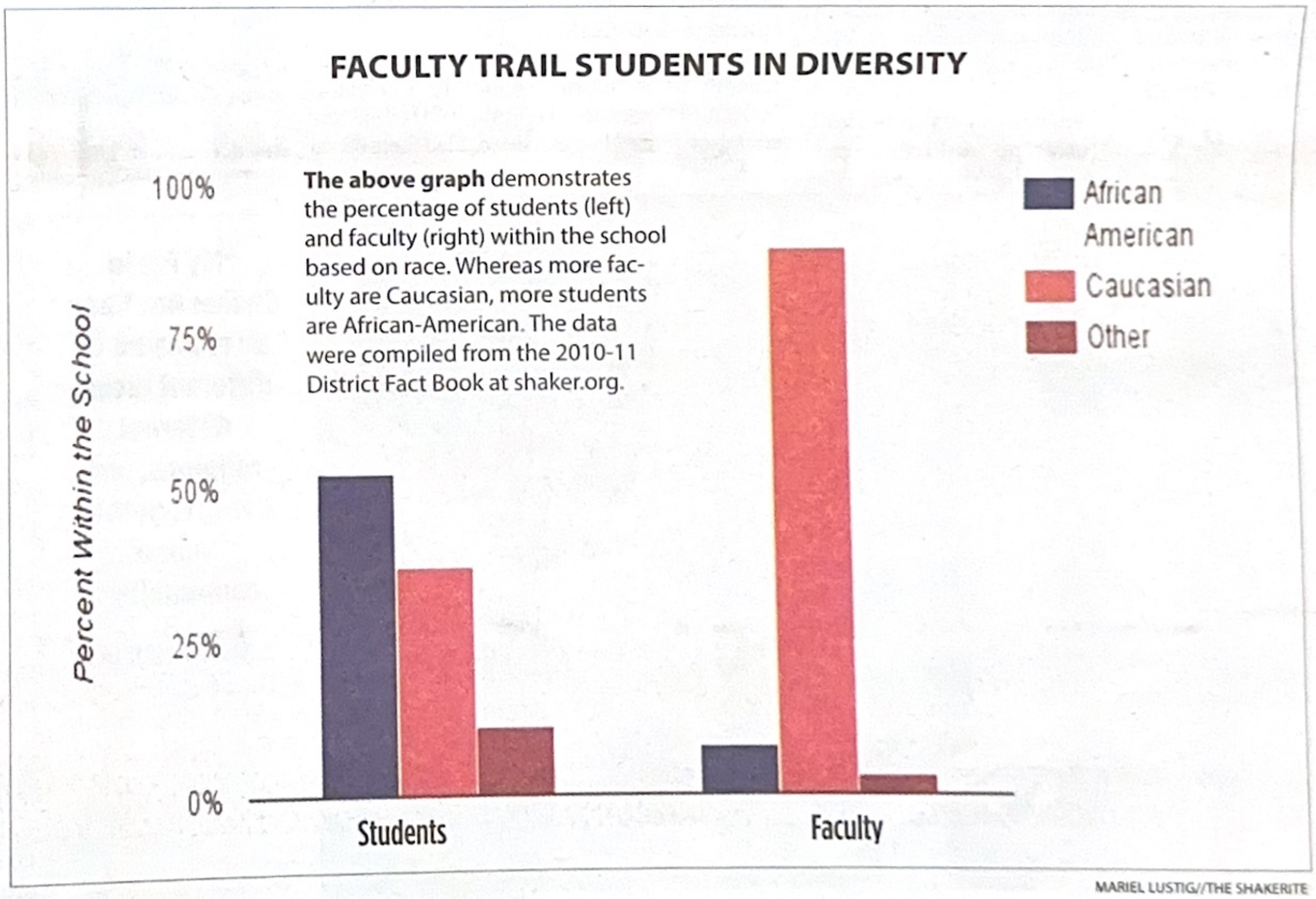
Given the general acceptance that diversity is desirable and beneficial, should Shaker worry that the cafeteria is segregated, the sports teams are homogenous, the faculty is overwhelmingly white?

Or is simply attending school and living in a diverse community enough, even though students do not experience diversity in every school setting or activity?

Yost said, "[Students'] baseline for tolerance of people's differences will be much higher growing up in a diverse community like Shaker, and they will have the chance to live without barriers that others, from less diverse backgrounds, have to learn to tear down in their lives. Shaker's diversity is certainly a blessing for us all."

Investigations Reporter Elena Weingart and Journalism I Reporters Andrew Mohar, Claire Ockner, Kaiah Callahan, Katrina Cassell, Nicholas Lorenzo and Shaye Robbie contributed reporting.

FACULTY TRAIL STUDENTS IN DIVERSITY



The above graph demonstrates the percentage of students (left) and faculty (right) within the school based on race. Whereas more faculty are Caucasian, more students are African-American. The data were compiled from the 2010-11 District Fact Book at shaker.org.

MARIEL LUSTIG//THE SHAKERITE

Meeting Mr. Reed

Getting to know the new interim principal's diverse background in and out of Shaker, along with his ideas for this current school year

EMILY BOARDMAN AND HANNAH KORNBLUT
SPOTLIGHT EDITORS

JAMES REED
PRINCIPAL

HANNAH KORNBLUT//THE SHAKERITE

The door to Reed's office is open as he speaks with a colleague. Reed always keeps his door open to student suggestions.

Principal James Reed III is no stranger to these halls.

"My parents moved here in 1960," Reed said. "There were only two black families on my block."

"I retired on the 30th of June this year," Reed said. He did not plan on coming to work at Shaker. However, two weeks before his retirement went into effect, he got a call from Shaker.

Reed has lived in Shaker since he was young. He and his family came before the community was very diverse.

His parents grew up in the racially segregated Birmingham, Alabama. When they moved to Shaker in the 1960s, integration was not an accepted norm.

"My life in Shaker has been an exposure to different races, different religion and living together in one community."

As an adult, however, Reed was not always a Shaker resident. He has also lived in University Heights and Lakewood.

"I moved back to my parents' house after *my third child was born, because my mother died and my father needed care,"* Reed said.

Like him, all four of Reed's children grew up in and graduated from Shaker. The youngest graduated in '14 and now attends Yale University.

Reed believes Shaker is a very important place for kids to grow up and experience people of all different backgrounds.

"You don't understand how important Shaker is until you go somewhere else," Reed said.

Before being hired as the interim principal, Reed got the opportunity to talk to teachers, students and parents. During that time, he told them a story of an individual who didn't understand his biracial family.

While helping his youngest son move into his dorm, Reed met the parents of his son's roommates. However, a parent from California didn't understand Reed's relation to his lighter-skinned son. Reed believes that someone from Shaker would have understood familial diversity.

"Diversity is something that either makes people uncomfortable, or they don't understand it," Reed said. "I think I bring an understanding of diversity and a respect for diversity."

A 1971 graduate of Shaker Heights High School, Reed spent a year studying at Alabama Agricultural and Mechanical University before transferring to Eastern Michigan University, where he recieved a Bachelor of Arts in sociology with minors in political science and psychology. Reed then proceeded to earn a master's in administration at Cleveland State University and receive an education certification.

Reed began as a substitute and student teacher at a middle school in Cleveland Heights-University Heights (CHUH), for social studies classes. Reed also helped to form schools at CHUH based on institutional methods and programs.

These programs became known as "small schools," which are unit schools that allow students to narrow their scope of study.

He continued working in CHUH as the administrative principal before becoming a principal for one of the small schools.

"It was a group of us that started the small school communities," Reed said. These schools focused on using Socratic seminars.

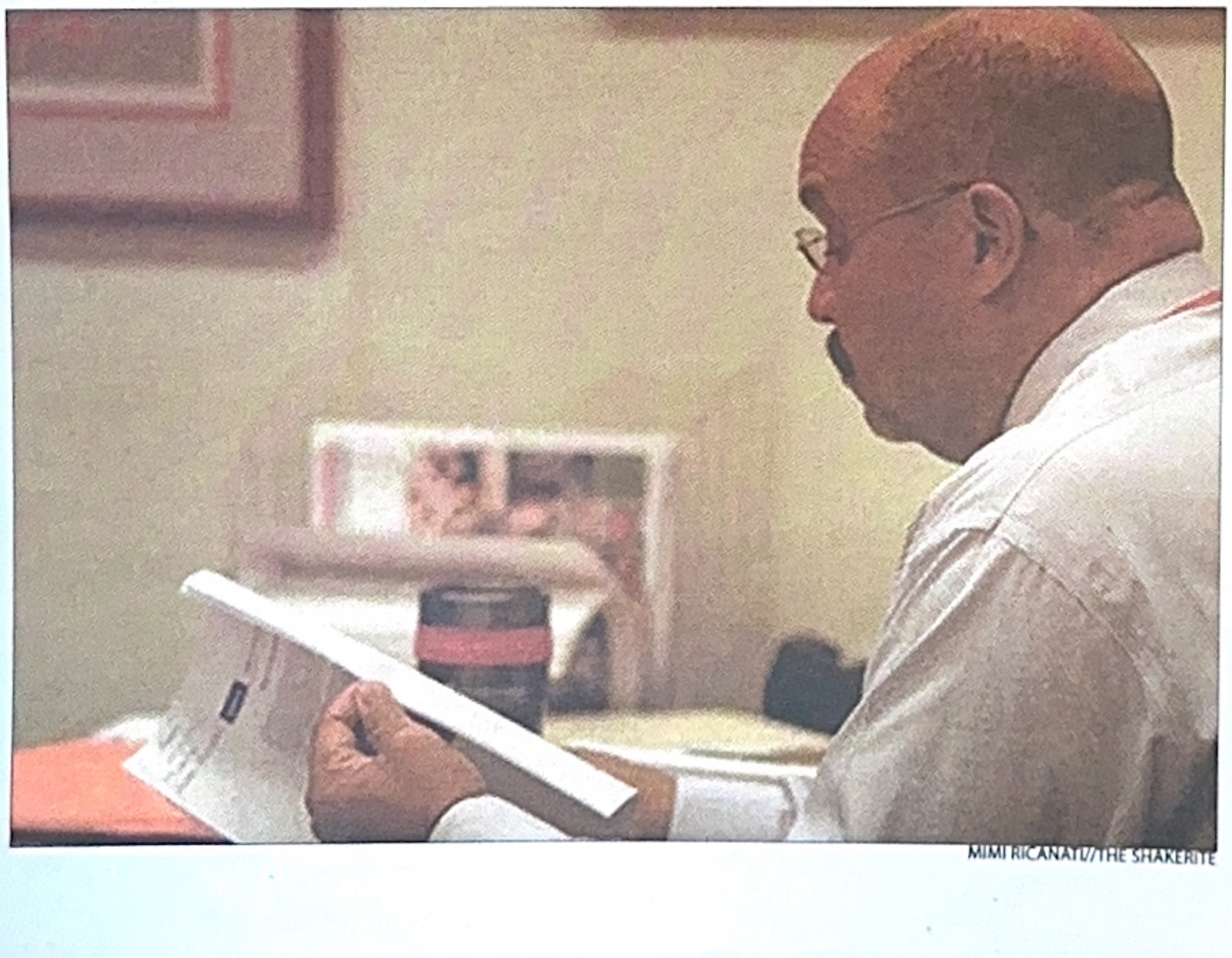
Reed understands that every student and parent in Shaker expects excellence and success.

"Every kid here starts off thinking that they should end up at some wonderfully selective university," Reed said.

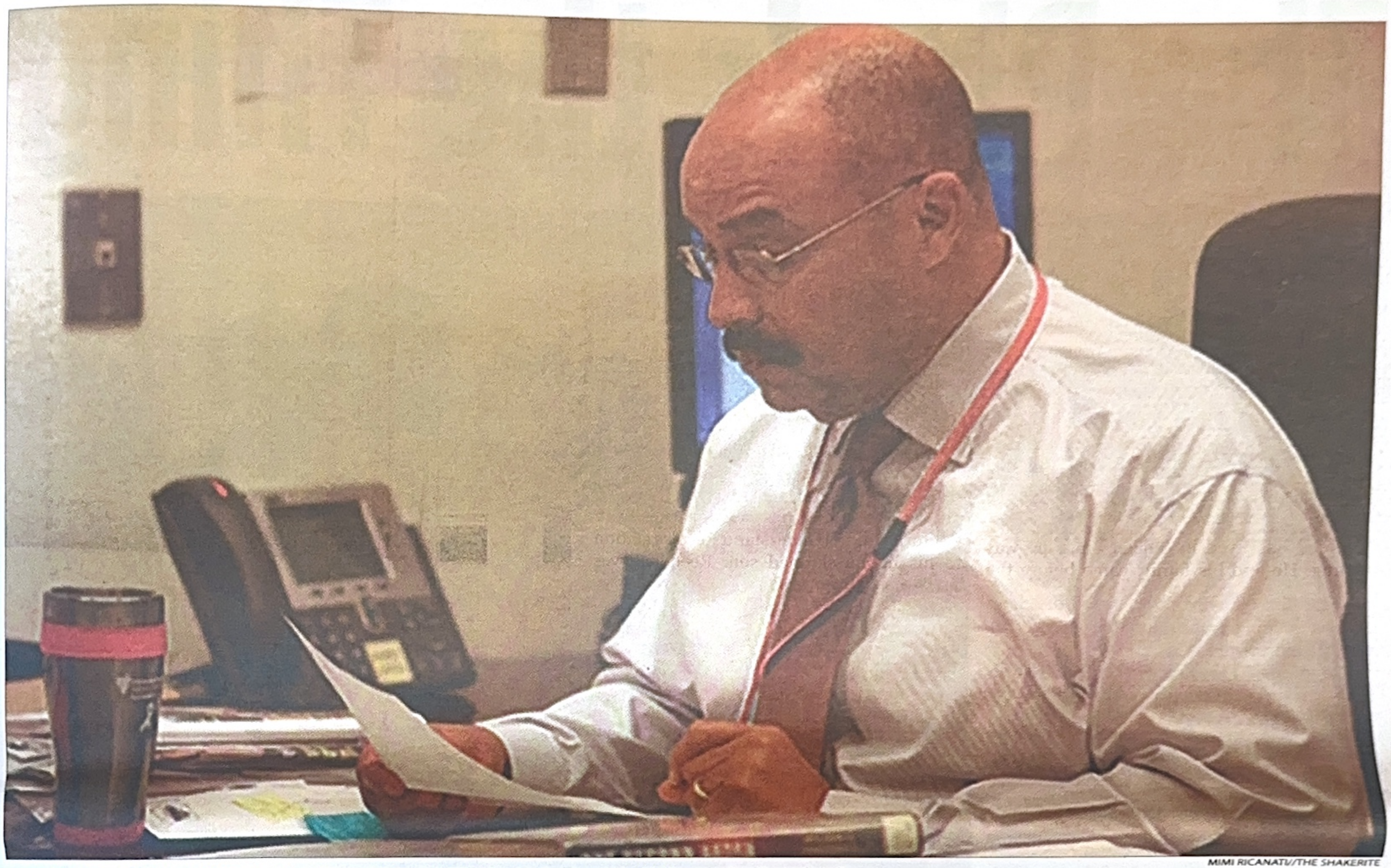
Reed believes that this is what helps Shaker stand out from other schools. It also helps students become successful.

In addition, Reed worked at the Urban League of Greater Cleveland, a nonprofit organization that helped families moving from the south get settled in cities.

> **"My life in Shaker has been an exposure to different races, different religions, and living together in one community."**
>
> **JAMES REED III**



MIMI RICANATI//THE SHAKERITE



Reed closely studies papers while at his desk, while simultaneously looking for a student to speak with him regarding the tardy policy.

MIMI RICANATI//THE SHAKERITE

"I think I'm probably talking to someone that will end up being president, or a doctor, someone who may cure cancer, or clean the oceans," Reed said of his conversations with Shaker students.

However, Reed isn't all about school.

Outside the office, he would love to go skydiving. He also used to play baseball.

In addition, Reed expressed his love for travelling.

"A couple years ago I went to Hong Kong for four days," Reed said.

He'd love to enventually travel to Africa or somewhere in South America.

Reed is an avid reader. He also loves learning about politics and news. "I'm a news junkie," Reed said.

As a high school student, Reed's biggest role models were figureheads who worked to make a difference.

"I was [in Shaker] during a time of Martin Luther King Jr. and Robert Kennedy," Reed said. He hopes to become a role model himself for students.

Reed often tells the story of an conversation between him and a counselor almost 45 years ago.

As a student, Reed didn't always show his full potential to his teachers.

"I thought that I was under the radar and was just one of the 2,000 students," Reed said.

However, a counselor approached Reed and asked him to take the National Merit test.

"You don't always show us your full potential with a respect to grades, but your tests indicate that you are very intelligent," the counselor said.

That short conversation showed Reed that someone wanted him to succeed. This has inspired Reed to do this with his own students, and make sure that they know their worth.

"People have unlimited potential, even if they don't see it," Reed said.

English teacher Cathleen Lawlor believes that Reed has helped to establish a new tone in the school, especially regarding the new tardy policy.

"I know many of the students, especially the seniors, are not happy about the tardy policy, but it has done wonders as far as creating a new, stress-reduced, focused and academic tone in our hallways," Lawlor said.

Lawlor would not be surprised if this helped benefit the academic success of this school year.

Lawlor also appreciates Reed's Shaker background.

> **"People have unlimited potential, even if they don't always see it."**
>
> **JAMES REED III**

"He is from the community, and I think this gives him a bit more credibility and clout with regards to effectively running the school," Lawlor said.

English teacher Molly Miles is welcoming to the change that comes with a new principal.

"I applaud Mr. Reed for stepping into the role as head principal for Shaker Heights High School and am thankful for the positive changes the school has seen this year," Miles said.

Miles agrees that the tardy policy has been received warmly by faculty and hopes it remains positive.

Both Lawlor and Miles noted the visibility of Reed, who frequently visits classrooms throughout the school.

"I think that Mr. Reed is genuinely interested in being engaged in the goings-on of the school," Lawlor said.

Miles enjoys Reed's informal walkthroughs.

Although Reed is an interim principal, he may spend more than one year at Shaker.

"We'll see what they think and what I think, and go from there," Reed said.

"Everyone's been very, very nice up to this point and made me feel very welcome," Reed said.

The Play's the Thing

The classic tale of young love and loss comes to Shaker in a modernized production

EMILY BOARDMAN AND HANNAH KORNBLUT
SPOTLIGHT EDITORS

The love story that has withstood the sands of time, the romance that bloomed in the desert sun, the movie that still did not win Leonardo Dicaprio an Oscar, is coming to Shaker Heights High School's stage.

"Romeo and Juliet" is one of Shakespeare's most popular plays.

The story of the teenagers' romance has been preserved since 1594, retold in adaptations ranging from animated gnomes to gaudy films set in the '80s.

Playwriting Program Director Christine McBurney is directing Shaker's adaptation of the tragedy.

McBurney has directed three Shakespeare plays at the high school, including "Twelfth Night," "Much Ado About Nothing," and "As You Like It."

"I made it a goal for the department that every four years we should do a Shakespeare play so that every student coming through the theatre arts program would have a shot at performing in this style," McBurney said.

MIMI RICANATI/THE SHAKERITE

Juniors Emily Kenville and Tony Jones rehearse a scene as Romeo and Juliet in the high school's large auditorium on Oct. 25.

Juliet
Emily Kenvillle

Emily Kenville will be making her debut in Shaker Theatre as Juliet Capulet in "Romeo and Juliet."

Emily has performed in quite a few professional shows around Cleveland, including the musical "Violet" as Young Violet.

She feels the weight of playing such a famous character of Shakespeare's, but believes she can bring a better element of youth to Juliet, seeing as she is closer in age to the character compared to an adult actor. Emily is enthused to take on Juliet's character because it has been a dream role of hers for a long time, despite the pressure that comes with the role.

Romeo
Tony Jones

Tony Jones is excited to bring sass and flare to the character of Romeo Montague in "Romeo and Juliet."

Tony was also in his Freshman Show and the past two Spring Ensemble shows. He decided to audition for the role of Romeo because musicals are not his forté.

He is very excited to be playing Romeo, despite the pressures he feels playing such an iconic lead role. Tony believes that despite the language barrier of this version of "Romeo and Juliet," the play will still work out well. He is excited to show the audience how love was perceived differently back then.

Nurse
Gus Mahoney

Gus Mahoney is excited to perform in Shaker Theatre as an upperclassman.

Some of his notable credits include "A Chorus Line" (Zach), "25th Annual Putnam County Spelling Bee" (Leaf Coneybear), "Hairspray" (Edna Turnblad), "Peter Pan" (Captain Hook) and "Willy Wonka" (Grandpa Joe).

Gus auditioned because he loves all of the characters, and intricacy of Shakespeare's plays.

"I'm a huge Shakespeare nerd," Mahoney said.

He is excited for the chance to play one of Shakespeare's most comedic roles – Juliet's nurse.

Benvolio
Lillie Baum

Lillie Baum will be returning to the Shaker Theatre stage after appearing in last year's fall musical – "Les Miserables" – as a member of the chorus.

Last year Lillie was also in the Spring Ensemble show and participated in the Ninth Grade Theatre Experience her freshman year.

Lillie decided to try out for "Romeo and Juliet" because of the No Fear Shakespeare class she took last year. She hopes to show the audience how much of a teenager Benvolio is, and how that can be lost within his peacemaker archetype.

Lillie is thrilled to have the chance to perform in such an iconic and popular play.

McBurney hopes to make this production of “Romeo and Juliet” more intriguing to a high school audience by setting it in the 1950’s, delving into the culture, hair and music of the time period.

“It’s not the poodle skirts of ‘Grease’ and it’s not the hippies of ‘Hair’, it’s somewhere in between,” McBurney said.

Among McBurney’s goals for the production is a central theme of “transitioning.”

“If you look at U.S. culture, there was a big transition between the 50’s and 60’s,” McBurney said.

“I think the periodization will work really well because at the turn of the 60’s, the American teenage rebellion culture began to form and I think this fits perfectly into ‘Romeo and Juliet,’” junior castmember Gus Mahoney said.

“We’re also including a jig at the end of the play,” McBurney said. She’s excited for the audience to experience it.

At London’s Shakespearean theatre, The Globe, cast members of “Romeo and Juliet” perform a jig at the conclusion of each show.

Since Shakespeare doesn’t have an estate on his plays, there wasn’t a lengthy process to acquiring the rights to “Romeo and Juliet” -- unlike Shaker’s adaptation of the opera Les Miserables last fall.

“We aren’t altering the text. Student actors will speak Shakespeare’s language even though we are setting the play in the early 60’s,” McBurney said.

By sticking to the original staging, the production stays true to Shakespeare’s intentions. This way, the audience doesn’t get confused when a cast member says “sword” but holds up a modern day weapon.

“There is nothing different about the ‘style’ of ‘Romeo and Juliet.’ It’s your standard Shakespearean early modern English,” sophomore Samira Colbert said.

MIMI RICANATI//THE SHAKERITE

Director of the play, Christine McBurney, practices lines with the student actors and ensemble during a rehearsal.

McBurney is confident in the strength of her cast, despite the lack of rehearsal time.

“Every time we rehearse, we make new discoveries and solidify choices,” Mcburney said.

“I will say that it is increasingly difficult to schedule rehearsals. Everyone seems to be so overextended these days and of course everyone is also a high school student first and has school and home responsibilities even before co-curricular activities. I wish we had more time.”

McBurney anticipates a large audience turnout for this production mostly because Shaker’s 9 Honors English classes read “The Tragedy of Romeo and Juliet.” Plus, people love the story of “Romeo and Juliet.”

“I’ve seen it and performed in it at least six times,” McBurney said.

However, McBurney still finds the story timeless. When a student said, “‘Romeo and Juliet?’ That’s so cliché,” McBurney replied, “I don’t think people your age with big passions are cliché. Do you?”

The story of “Romeo and Juliet” continues to sweep audiences away with its language, humor and passion.

Performances start with a free student preview on Nov. 18, and official performances run from Nov. 19-21. Tickets can be purchased a week before opening night at www.tix.com.

“It’s not the poodle skirts of ‘Grease’, and it’s not the hippies of ‘Hair’. it’s somewhere inbetween.”

CHRISTINE MCBURNEY

Tybalt

Samira Colbert

Samira Colbert is prepared to take the stage by storm as infamous antagonist Tybalt.

Samira has helped out backstage in Shaker productions “Les Miserables” and the Spring Ensemble show. She was also a member of Sankofa, during which she recited an original poem.

Samira auditioned for the role of Tybalt after not receiving the role she originally wanted.

Samira is most excited to show the evolution of the teenager, which Shakespeare tackled before many others even attempted. She’s looking forward to channeling Tybalt’s anger while still keeping the character true to the story.

Friar Lawrence

Max Laskey

Max Laskey is enthused but saddened to take the stage in his final role in a fall show at Shaker.

Max was also in performances on Shaker’s stage such as “Les Miserables” and “As You Like It.” He’s excited to have more experience performing in a Shakespearean production than the average high schooler.

Max has some reservations about the changing of the time period, but thinks it will turn out amazing. He takes four theatre classes at the high school, is the Thespian Troop leader and IMprov Troop leader. He looks forward to seeing how the production will turn out.

Tybalt’s Page

Sophie Browner

Sophie Browner is excited to be a part of her first Shaker production as a sophomore.

Sophie has performed as parts in several other musicals, including “The Sound of Music,” “The Music Man,” “Cinderella,” “Les Miserables” and “Grease.”

She enjoys working with this cast and is excited for McBurney’s choice of periodization for the production.

Sophie is currently taking the No Fear Shakespeare acting class and is intrigued by the opportunity to be a part of a Shakespearean play.

Despite not being able to portray a lead role, she is very excited to play Tybalt’s Page.

Count Paris

Fisher Ilijasic

Fisher Ilijasic will be making his Shaker Theatre debut as a freshman.

Fisher has been in several original productions outside of Shaker such as “Free To Be You and Me” and “Still Life with Iris.”

As a freshman, Fisher was a little nervous coming in, but quickly got acclimated in the accepting environment of Shaker Theatre.

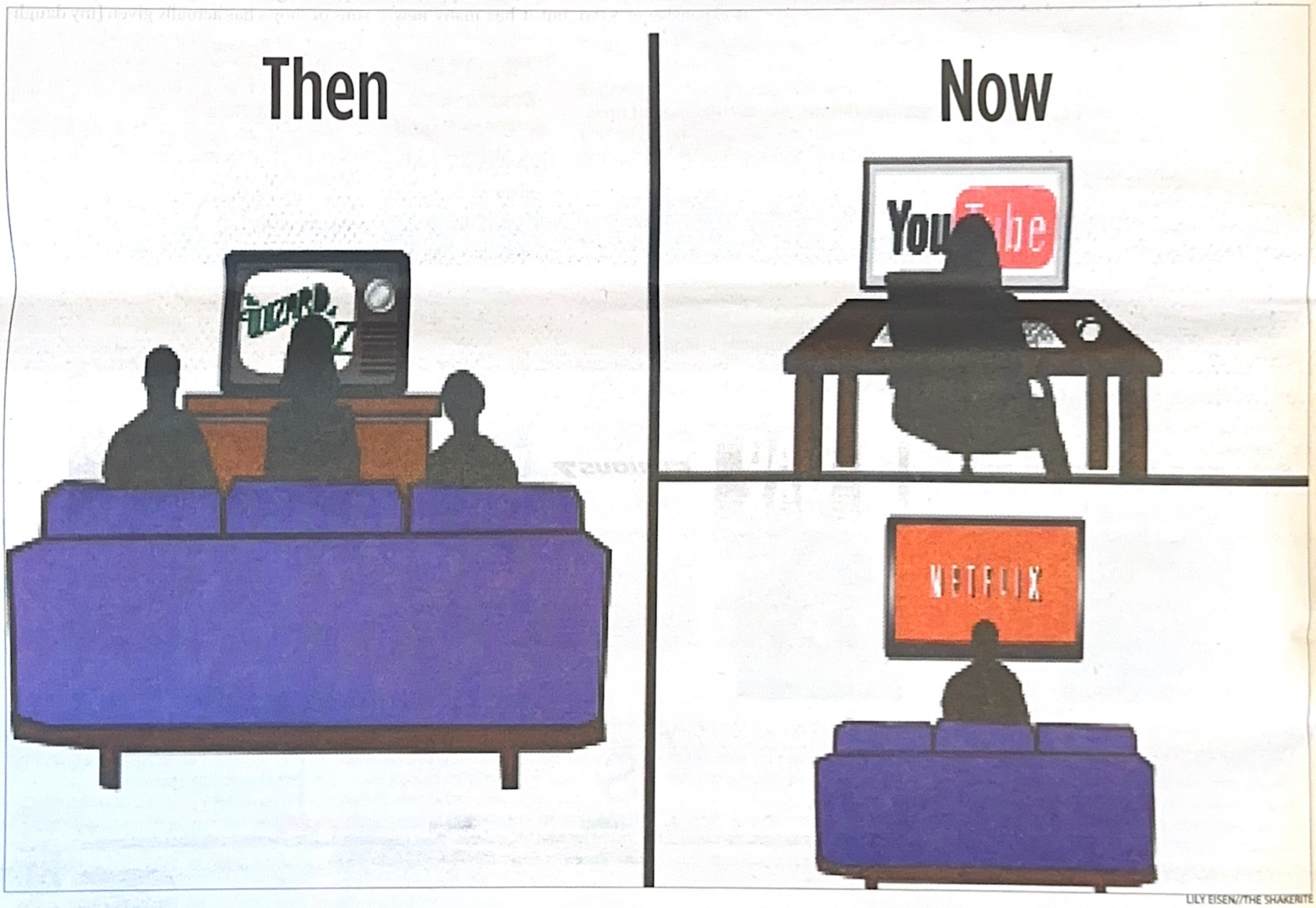
Fisher never expected to get a speaking role in a show like “Romeo and Juliet,” and worked very hard to overcome the Shakespearean English roadblock.

He’s thrilled to be playing Paris, a count who doesn’t get the girl.

The Future of TV Doesn’t Involve Television At All

ZACHARY NOSANCHUK LIFESTYLE EDITOR

The popularity of streaming services such as Hulu, Netflix and YouTube makes sitting down to watch a show with others increasingly uncommmon



LILY EISEN//THE SHAKERITE

> **“The consumers can watch when they want, on what type of device they want, and the content has just gotten better and better.”**
> **REED HASTINGS**
> **NETFLIX CHIEF OPERATING OFFICER**

Picture this: one remote, three channels and a family feud. The situation is not one we are familiar with today, but it is one our parents experienced.

When one family member was watching Saturday cartoons, suddenly the whole family was as well.

Now we live in a time where any movie, TV show, or other type of entertainment is available at any time, across all of our devices.

While someone's watching TV, you stream your show on Netflix on your laptop, your sister watches it on YouTube on the iPad and your parents watch it on Hulu on their phone.

The world is now so focused on "On Demand" entertainment, we will probably never have the same situation as our parents.

Some channels - such as HGTV and Food Network - moved to TV streaming services, including Netflix and Google's Chromecast.

"We want our viewers to have the ability to watch our shows wherever and whenever they want," General Manager and Senior Vice President of Food Network Bob Tuschman said.

Senior Kyle Boyle enjoys the ease of streaming. "You just pay one price per month, but also there's no commercials and you can kind of just binge watch it for hours and get really caught up in your show," she said.

Freshman Michael McGinnis enjoys any type of On Demand TV. "On Demand is the best. They have the best tv shows and the best movies," he said.

Freshman Funisha Pendleton agrees that On Demand makes entertainment more accessible. "You can just type what you want to watch, and you can just go to different things to see what you like because they've got horror movies, drama, historic movies, etc," she said.

Shaker parent Rachel Browner recalls when shows were on one time. "We definitely watched movies with friends on VHS, but basically you watched tv at night with your family when your favorite shows were on," she said.

Before the age of streaming, Netflix used to mail movies and TV shows to customers.

Although it still offers this option, many of its users stream now stream Netflix to their TV, computer, tablet, or smartphone. Other popular services like Hulu and YouTube use streaming as well.

Browner has followed the rest of the TV audience, now watching most of her television on Netflix.

"I don't watch a lot of TV, but I almost solely watch Netflix series--either by myself when I'm exercising or relaxing," said Browner.

Netflix CEO Reed Hastings explains the popularity of the system in an interview with Business Insider. "The consumers can watch when they want, on what type of device they want, and the content has just got better and better," he said.

> **"Streaming has drastically changed the way we watch TV. Having anything you want on demand when you want it has made things a lot more convenient, but also less social."**
>
> **RACHEL BROWNER**

Shaker parent Liz Montenegro thinks streaming brings a whole new flexibility to TV. "Streaming TV has made watching TV very flexible - I no longer have to be sure to be at home, in front of the TV at a certain time and day to catch my favorite show," she said. "Now, if I miss it - or the whole season - I can catch up with On Demand, Netflix, or Amazon Prime."

Most TVs, however, cannot stream Netflix and other services alone. So companies such as Amazon, Roku, Google and even Apple have made streaming boxes that stream exclusive channels.

Bob Tuschman

The Apple TV, while priced much higher at $70, can stream media from any iOS device as well as services like Netflix and Hulu. With Apple's newest announcement, however, streaming is taken to the next level. The new Apple TV is expensive at $150, but it has many new functions. With Siri and a touchpad remote, one can talk to their TV to see any show or movie they want from Apple's large library of media.

"A lot of people are replacing their cable with it, because you can watch what you want to watch, whenever you want to watch it," an employee of the Apple store said about the new Apple TV.

There are even apps for the TV box, so shopping, sports, gaming and more can be brought to the TV, further expanding our definition of "On Demand."

Is this needed? Adults and some teens just want to watch TV the "old-fashioned" way.

"While streaming is definitely making big inroads, for now at least the overwhelming majority still watch TV as they always have. But the winds of change are blowing," Tuchman said.

Sophomore Andrew Frye thinks that live TV will last. "I think it'll stay around because especially with sports, it's such a big market," he said.

Some believe that the death of programmed TV for teens means less family bonding.

Freshman Ema Umuosen reaffirms these beliefs. "Sometimes [my family] watches tv in small groups but not together," she said.

Montenegro disagrees, saying that streaming offers more bonding in today's day and age. "Having access to entire seasons of shows has actually given [my daughter] and me something to bond over - and laugh about when we've been glued to the couch for hours catching up on 30 Rock or Parks and Recreation," she said. "Because we can watch it when we want to watch it we're able to watch it together when we're both not busy."

"Streaming has drastically changed the way we watch TV," said Browner. "Having anything you want on demand when you want it has made things a lot more convenient, but also less social."

Journalism I Reporter Astrid Braun contributed reporting.

Top Movies
MAD MAX FURY ROAD
FURIOUS 7
PITCH PERFECT 2
IRIS
movies
iTunes
Movies
tv shows
iTunes

APPLE

The new Apple TV, released Oct. 30, allows the user to access apps, iTunes movies and TV shows, streaming services and a feature called AirPlay that allows everything on your iPad, iPhone, or Mac screen to projected onto your TV. It also includes integration for Siri, so you can talk to your TV to find a show or movie.

This Is Why Social Media Is a Problem

In 1997, when there was a problem with school you called a friend. In 2015 you post it on social media for all to see.

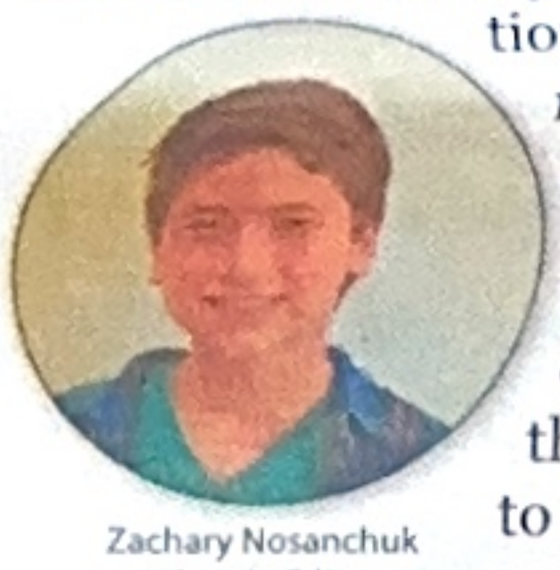
Social media can be a valuable tool in spreading information and is helpful in civilized, educated conversations, but when parents and students battle with their opinions without confronting Shaker administration, there's a problem.

Social media speculation exists with even the smallest issues within Shaker.

When a teacher is out of school for unstated reasons, some parents can't seem to get enough of challenging the administration.

With this sort of problem, complaints and rumors fly in through Facebook, Twitter and Instagram turning one small problem into something much larger.

One of the main problems with using social media in any school-related situation is uncertainty. Comment after comment flood one single post, each angrier than the first. Without actually contacting experts, the uncertainty turns to fury, melodramatics ensue and nobody actually gets an answer until someone from the school intervenes.



Zachary Nosanchuk
Lifestyle Editor

When asked what should be done to stop these problems, the most popular response -- the elimination of social media -- is not the correct one.

Social media is now the framework for many social and educational connections, and many small businesses around the world rely on and it cannot be easily removed from daily life.

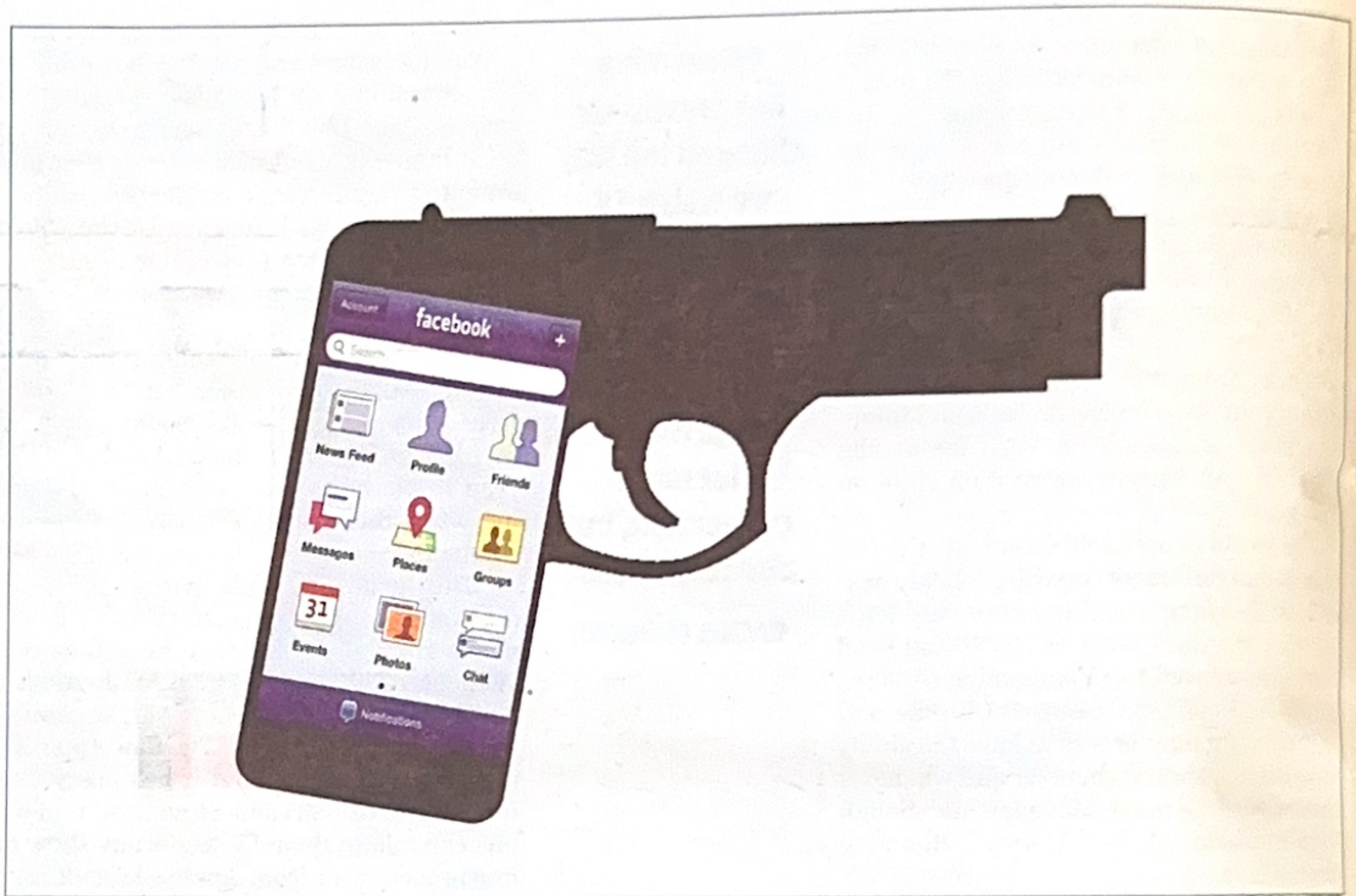
It's time that parents and students rethink their actions when commenting on Shaker's actions through social media.

I'm not saying that the administration is blameless in terms of poor communication, but overreactions were common on these social media platforms without the comments reaching the school at all.

The answer is simple: we must end social media speculation.

Instead of students and parents speculating on social media, they could have waited for the district to release a message and the disruption of school wouldn't have occurred.

Be mindful of the golden rule of social media: pause before you post.



LILY EISEN//THE SHAKERITE

Community Uses Social Media As Weapon

Social media forums erupt in community member outrage after threat towards high school leaves them shocked and concerned

ZACHARY NOSANCHUK LIFESTYLE EDITOR

A threat sent to a student through Instagram Direct -- a messaging platform -- to a student detailed Shaker Heights High School's address and the writer's intent to bring a rifle to school.

If any Shaker student checked their social media, they would find speculation about the situation. From Facebook community pages to constant retweets, social media became forums for speculation.

"I posted to social media the day of the threat to not only share my opinion about the developing events, but also as an attempt to obtain more information. Obviously, the information that can be obtained through social media isn't always correct, but on that day, I wasn't sure there was a better way to get it," sophomore Madi Hart said.

Community member and parent Chris Ramsay believes that social media's negative sides affected the chaos of the day. "Social media is a double edged sword. [It] gives us more access/connectivity to others in 'the village', but both rumors and truth can be spread easily and quickly," he said.

"I definitely think social media escalated the panic of the day. If it weren't for social media, the threat sent over Instagram DM wouldn't have even existed," Hart said. "However, social media allowed the students to hear of the threat in a time when there was little communication between the administration and the students."

"Social media is a balancing act. It's the reality that we deal with."

KENNETH TRUMP

"People spread rumors, which causes panic," said sophomore Charlie Miller.

During the day, the Onaway Community Page on Facebook was active with rumors and opinions directed at the administration. "Please stay on topic, keep it civil, keep it clean, and refrain from excessive commercial promotion and political commentary," the Onaway Community Page states. These rules, however, were disregarded by passionate community members.

One post accumulated 119 angry comments about the threat to the high school.

"Residents are looking for information, especially in times of crisis. Social media is a fast way to get information, although it's not always accurate," said Ramsay. "That's a big downfall."

During the school safety summit Oct. 26, school safety and security services expert Kenneth Trump spoke about the speculation problem with social media. "Social media is a balancing act. It's the reality that we deal with," he said. "Today's world is generation text. Text messages and rumors spread whether true or not."

Hart explains the reason for the social media reactions. "I think many were urged -- as I was -- to post their opinions on social media last Wednesday, not only to try to find out more about what was going on, but also to share with others how they were feeling," Hart said.

"For most students of our generation, social media is another form of word-of-mouth."

PSL CRAZE

Annual pumpkin spice latte fever excites high school students

ZACHARY NOSANCHUK LIFESTYLE EDITOR

To say that Starbucks' Pumpkin Spice Latte is extremely popular would be an understatement. The drink's popularity is often promoted through social media, like Twitter or Instagram, and #PSL has spread from students to parents to Taylor Swift.

It is a common stereotype that students are caught up in the craze of any new product, especially food and technology. The PSL is no exception.

Junior Chloe Backderf is one of those students. "I am a fan just because it's really sweet and nice and fall flavored," she said.

Sophomore Ben Stager agrees. "It just tastes good in the season," he said.

However, not all teenagers love the drink.

"It tastes pretty artificial to me. It's not worth the money," freshman Kanella Basilion said.

One tall drink costs a hefty $4.25. The buyer must have a real obsession for the drink to buy it from Starbucks, which is already famously expensive.

Now the craze for the flavor has gone beyond the latte.

Not only does Starbucks offer an Iced Pumpkin Spice Latte and Pumpkin Spice Frappuccino, but the Trader Joe's grocery chain offers pumpkin spice chai, ravioli, doughnuts, spices, bagels, ice cream, M&M's, cream cheese, even pumpkin spice dog treats.

Even though Starbucks recently added real pumpkin to the drink, the sugar rush and taste of the drink has some downsides with health. One small -- or as Starbucks calls it, tall -- drink with whipped cream has 420 calories, 14 grams of fat, and 50 grams of sugar.

Most students are unaware of the health effects. After being told the calories, fat, and other effects of the drink the students were surprised.

'Rite Bite

"I dislike it even more. It's not good," Basilion said.

"I think I'm still going to drink it, but only once every month maybe," Backderf said.

"I think some people actually genuinely like it, but I feel like it's just been idolized so much and put in the media so much that it feels like a fall essential these days, so people buy it," Basilion said.

Journalism I Reporter Astrid Braun contributed reporting.

VINCENT PROCHOROFF//THE SHAKERITE

Chocolate Chip Pumpkin Spice Bread

1 Hour 20 Minutes
Makes 3 Loaves
Adapted from All Recipes

Pumpkin Spice Lattes may be all the craze, but this pumpkin spice bread with chocolate chips is even better. This recipe makes a lot, so make it and freeze some in foil or use it as the best fall treat (but you won't want to give it away). -- Zachary Nosanchuk, Lifestyle Editor

Materials:
Three 9x5 loaf pans, large bowl, plastic whisk.

Ingredients:
3 cups white sugar
1 cup pumpkin puree
1 cup vegetable oil
1 cup water
4 eggs
3 ½ cups all-purpose flour
2 tablespoons ground cinnamon
2 teaspoons ground nutmeg
2 teaspoons baking soda
1 teaspoon salt
1 cup mini chocolate chips

Preparation:
1. Heat oven to 350 degrees Farenheit. Grease and flour three 9x5 inch loaf pans.

2. In a large bowl, combine sugar, pumpkin, oil, water, and eggs. Beat until smooth. Blend in flour, cinnamon, nutmeg, baking soda, and salt. Fold in chocolate chips and nuts.

3. Fill loaf pans .

4. Bake for 1 hour, or until an inserted knife comes out clean. Cool on wire racks before removing from pans.

Not just the latte...

Grocery stores supply many different types of products transformed **with pumpkin spice, it's even reached beyond food. Here is a taste.**

M&M's
Doughnuts
Ice Cream
Swiss Rolls
Cakes/Cupcakes
Pop Tarts
Marshmallows
Yogurt
Gum
Waffles
Oreos
Nail Polish
Air Freshener

ZACHARY NOSANCHUK//THE SHAKERITE

Extra Gum Commercial Unwraps the Love

New commercial's advertising strategy hits home to teens with emotional messages

ELLIE VAHEY AND EMILIE EVANS
JOURNALISM I REPORTERS

EXTRA GUM

Extra gum, the famous gum brand, recently released an advertisement regarded as touching and beautiful for many students and parents.

Every once in awhile, an ad blows us away. This time, it's as simple as a love story in a gum commercial.

Another desperately promoted product or a good idea? Shaker students decide.

At first it seems as though it is yet another cheesy, failed attempt to manipulate viewers' emotions in order to persuade them to buy a product.

The commercial consists of small, ordinary and sweet glimpses into the relationship of two high sweethearts. Add Haley Reinhart's gentle cover of "Can't Help Falling in Love," and most viewers are captivated. The young man collects gum wrappers from all their dates and draws the situation on each, to use them in his proposal to her.

"I feel like it's very relatable," freshman Audrey Himes said. "Not falling in love over gum, but the concept of meeting someone over something so simple, and that developing into a loving relationship."

Although the seemingly perfect love story is unrealistic, it connects to many viewers.

For many viewers, even the love story's improbability doesn't take away from the powerful message.

"It's extravagant, but I think that's why so many people love it because they want this to happen to them. I think it's inspiring to people," freshman Hannah Roth added.

Freshman Eliana Sosin said, "People falling in love in real life could maybe not happen exactly like that, but that the idea of giving could lead to something happy is definitely a real possibility."

"I think it's a really cute commercial because it's like a romantic movie that we all watch and cry about," freshman Caroline Wollman said. "The whole thing just makes you feel good and sad at the same time."

The advertising strategy is simple - the intimacy resonates with the viewer, and in the end human nature connects the gum with the storyline and the audience automatically thinks, 'I want Extra gum so I can have that kind of relationship.' Roth described her initial reaction to the commercial. "It made me want some Extra gum, and it made me tear a little bit. I loved it. I'm going to watch it every day of my life."

"If I had the choice, I'd buy Extra gum because they obviously put a lot of work into their commercials, so they must put a lot into their product." Wollman said.

"I also think that,the fact that it wasn't just a love story, but a love story that encompasses the gum," Himes said.

> **"I think they need to tell a story to connect with the viewers."**
> **AUDREY HIMES**

Students aren't the only ones reacting to this advertisement. Even Ellen DeGeneres tweeted her response, "Amazing. All this time, I've been wasting my wrappers on chewed gum."

"Commercials are there to be aesthetically pleasing and to catch people's eyes, and it's all over Twitter so I think they've ree ally done a good job in using this way of advertising," Wollman said.

Extra gum captured all the elements of a great romantic comedy and condensed them into a two minute video.

It's aimed at teenagers -as most of technology, food, and clothing advertisments are - who themselves are falling in love for the first time, and in seeing this gum commercial will believe in the power of love.

"Instead of pointless phrases and slogans that are going on right now in the advertising world," said Himes, "I think they need to tell a story to connect with the viewers."

Ad Watch

Ad watch is a new feature of the Lifestyle section. Look for ad watch reports on shakerite.com.

Look Out for These Videos...

BARBIE

Mattel, the manufacturer of Barbie, released an advertisement featuring girls who are told that they can do anything. The video was inspirational for many, and its feminist ideals were a refreshing change for a doll commercial.

It's (Still) Time for Light

School administration continues to deny pleas

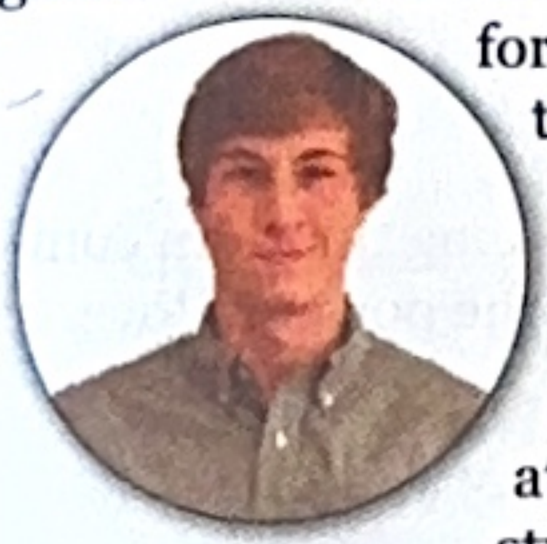
MATT WHITESIDE//THE SHAKERITE

A Shaker football player tackles a member of the opposite team during a saturday afternoon game. Shaker plays all their home games on Saturday afternoons becuase the district refuses to install lights at Russel H. Rupp Stadium.

Autumn in America means only one thing -- football.

Fall in Shaker also means another thing - students complaining about the lack of Friday night football games.

Every year the story is the same. We go to the home opener and try and be supportive as possible, but it's extremely hard to get psyched up for a football game when it's 1 o'clock in the afternoon and half of us have just gotten out of bed a few hours ago.



Ned Weingart
Raider Zone Editor

As well, some athletes have meets or games which makes it impossible for them to attend a daytime football game.

For us students, it's hard to justify spending $6 on a football game played in a dull atmosphere with shaky student attendance record.

At other schools, football games are huge social events because they are played on Friday nights.

After an exhausting week of school, students get to relax with their friends and enjoy America's favorite sport. But, at Shaker, this just isn't the case.

The problem isn't that we students aren't spirited.

Winter overflows with Friday and Saturday night hockey and basketball games that sell out days in advance. These games are usually exciting and spirited, the mirror opposite of Saturday afternoon football games.

Saturday afternoon football games are rarely packed with lively students or sold out crowds. Luckily, there is an easy solution to this problem, one that students have pressed before: lights.

Stadium lights would allow football games to be played at night, turning the dead, boring atmosphere that is Shaker football games into one of the most exciting places on Friday nights anywhere in the state.

Additionally, Shaker's band, the largest in the state, would welcome increased attendance at their halftime performances.

One of Superintendent Gregory C. Hutchings Jr.'s biggest goals for Shaker is to close the achievement gap and unite the school.

What better way to unite the school from a social standpoint than by gathering everyone around the turf on Friday nights?

What better way to unite the school from a social standpoint than by gathering everyone around the turf on Friday nights?

Lights could also help other sports draw large crowds.

As a student, I know that night lacrosse, soccer and field hockey games would be beyond popular and would give even more reasons for the community to come together to support its student athletes.

Hutchings was unable to comment on the issue, but the district's Communications Director Scott Stephens gave a similar response to the one Hutchings gave last year when asked the possibility of installing lights.

"We will follow the lead of the community on this issue," he said.

Historically, the community has not been interested in lights at the field. If the community wants lights at the field, we'll re-assess the issue and report back," said Stephens.

"When the field was refurbished, it was wired for lights. But installing lights would require significant funding, so that also factors into the equation," *he said.*

However, an article in last year's first quarter Shakerite *issue debunked both issues that Stephens brought up.*

Stephens mentioned that the community did not want lights.

However, when surveyed last year, a majority of oval residents (14 of 18) did not oppose the district investing in lights for the turf.

The cost of lights would also be too great, according to Stephens.

But, the cost is projected to be only one-tenth of the cost of what the district paid for the field renovation project in 2012.

Shaker paid more than $1.2 million in order to renovate the field and track.

As Stephens said, the electrical work for installing lights, which is the majority of the cost, is already in place.

Shaker also has a wealthy alumni network and could hold a fundraiser to help cover at least part of the cost. For example Shaker has a multiple alumni who currently play in the NFL.

So, administration: If many Shaker students and much of the Shaker community have agreed that lights would be good for the Shaker community, and the cost of installing lights would not be extremely high, then why does the district refuse to seriously entertain the idea?

Earth to Dr. Hutchings, Shaker wants lights at the turf.

Concussions Sideline Student Athletes

WILL MCKNIGHT//THE SHAKERITE

Senior Evan Pascarella heads the ball during a game against Eastlake North, Oct. 25. This move is an example of many that make the player prone to concussions and other injuries.

Aftermath of concussions hinders student performance on and off the field

ALEXA JANKOWSKY RAIDER ZONE EDITOR

I could tell you where I was, but I would start crying and laughing for no reason. I threw up on the way to the hospital and all I could remember was rounding third and then nothing," sophomore Molly Amolsch said, describing her softball-induced concussion.

Freshman Sophie Greff suffered four concussions from basketball and soccer injuries. "Everything was hard, and life was really boring," she said. "You can't concentrate, and you have to take things really slow. Everyday life changed until you were clear."

In recent years the laws, regulations and education to protect high school athletes from concussions have been strengthened. Five years ago, most of the regulations created to reduce the risk of concussions were not in place.

Concussions are traumatic brain injuries caused by a hit to, or violent shaking of, the head. The movement causes the brain to move around and hit the skull, damaging brain cells.

"It's a scary thing. It's not like a laceration, where you know it will heal cleanly if you keep it bandaged and clean," school nurse Paula Damm said. "It's your brain and it's so important for everything,"

According to the National Federation of State High School Associations, 140,000 high school athletes sustain concussions each year, the majority resulting from high-contact sports such as football, hockey and soccer.

Headaches or head "pressure," nausea, dizziness, confusion and problems concentrating are all symptoms of concussions.

Amolsch recalled her experience after she collided with another player and her head hit the ground. "You can't tell immediately if you have a concussion, and the ER doesn't diagnose you so that they aren't liable, so I had to see a specialist, and all the tests took hours," she said.

> **"It's a scary thing. It's not like a laceration, where you know it will heal cleanly if you keep it bandaged and clean. It's your brain and it's so important for everything."**
>
> **PAULA DAMM**

To test for concussions, many schools require the imPact test for all student athletes. Before the season, students are given a baseline test; if a concussion is suspected, the student is given the test again and the results are compared.

"ImPact testing on the computer measures response to certain questions and is a baseline," said Athletic Director Don Readance. "If a player is concussed, they see if there is a change in responsiveness, and a verbal assessment can determine if a player has a concussion."

If a player is hit in the head during a game, officials, trainers or coaches can remove the athlete from the game and have them tested. Should an athlete give any sign of a concussion, parents are notified and the athlete is encouraged to visit a doctor.

"More safeguards are in place now. I believe it's the safest it's been to play contact sports because of the increase of awareness," Readance said.

Return to Play, a protocol implemented by the Ohio High School Athletic Association gives specific instructions for coaches and trainers about what to do with a concussed player and how to ease the athlete back into playing.

The OHSAA also introduced regulations limiting full contact for football players during practices to further ensure high school athlete's safety.

"There must be a release from a doctor and build-up to certain things in practice to make sure we don't send anybody back too soon on the field," Readance said.

The testing and protocols aren't foolproof. Concussion may develop and symptoms emerge days after the impact.

"Be informed. Be educated. If you see changes in a classmate that weren't there before, such as struggling in school when they had not struggled before, having a harder time focusing, more sleepy than normal, or just not acting themselves, those are all potential signs of a concussion," Dr. Richard Figler, co-director of the Cleveland Clinic Concussion Center, said in an email interview.

Concussions affect not only students' athletic careers, but also all other aspects of life.

"People are generally surprised with the impairment people initially have. People can't do homework, can't watch TV, can't look at a computer -- a lot of 'can'ts,' and this causes kids to stress out because how would you ever catch up?" Damm said.

Recovery periods range from a week

WILL MCKNIGHT//THE SHAKERITE

96 percent of deceased NFL players had signs of a degenerative brain disease, according to studies from The Department of Veterans Affairs and Boston University's Chronic Traumatic Encephalopathy Center. Since the study, sports impact on the brain has been a subject of national debate.

> **"In the medical world, we are trying to find ways to prevent concussions. A lot of things would have to *change, and contact sports* would have to be completely different. "**
>
> **DR. CHRISTOPHER TANGEN**

to months and in extreme cases the district provides students with a 504 plan to assist them with their academics.

"If a concussion becomes too huge and students need a lot of accommodations, the teachers, myself and guidance counselors have a meeting for more formal accommodations called a 504 plan," Damm said. "Often diabetics or somebody who needs unrestricted access to the nurse has one. We don't typically do this at the beginning, only if the concussion doesn't go away or a student needs more long-term help."

"Treatment is individualized so it is important for teachers to be flexible with the student," said Dr. Christopher Tangen, a sports medicine physician at University Hospitals in a phone interview.

Amolsch struggled for nine months with the consequences of her concussion. "It made the school year really rough, I missed 54 days of school and probably left early or came late from doctor appointments another 50 days," she said. "My grades slipped, and it soon got to the point to where I didn't even see the point in doing any work when I was just going to miss another day and fall behind again."

Amolsch received tutoring to keep up with school work. "I had a specialist who I took homework to, but she worked on me with things that you teach little kids, like how to read," she said. "Reading hurt. It took very long to do my homework, and I would always get so dizzy and nauseous from doing work," added Amolsch. "It was really discouraging; I just wanted to sleep all day and to lay down because that was the only way to make the headaches go away."

The OHSAA has been pushing for coaches, trainers and nurses to become more educated about concussions.However, Amolsch said teachers need to be informed as well.

"There needs to be more education about concussions. I thought it was just a bump in the head, but teachers need to know how to deal with them," said Amolsch. "After so much time had passed, they didn't really understand I'd still have headaches all day. It was hard to explain to people I was still hurt."

"I think [concussions are] difficult to avoid," said Tangen. "In the medical world, we are trying to find ways to prevent concussions. A lot of things would have to change, and contact sports would have to be completely different. What we think can be helpful now is cognitive rest -- basically resting the brain -- and to stay out of school until the symptoms get better."

SIGNS YOU HAVE A CONCUSSION

- headache
- nausea
- vomiting
- dizziness
- sensitivity to light
- sensitivity to noise
- feeling sluggish
- confusion
- memory problems
- difficulty sleeping
- not "feeling right"

SIGNS YOUR TEAMMATE OR CLASSMATE HAS A CONCUSSION

- inability to recall previous events
- loss of conciousness
- forgets instructions, score or opponent
- answers questions slower than usual
- demonstrates changes in behavior
- speaks of having any signs of concussions

Check out Raider Zone on Twitter: @RZ_Shakerite

Fall Season Sees Historic Successes, Disappointing Defeats

ALEXA JANKOWSKY AND NED WEINGART RAIDER ZONE EDITORS
SARA MESIANO WEB MANAGING EDITOR

ANJA JANKOWSKY

Women's cross-country pushes off the starting line at the Youngstown Regional Championships Oct. 31.

GRIFFIN KERNS

The Raider football team huddles before a play Oct. 3.

FOOTBALL

Raider football bounced back from their 1-9 season in 2014 and started the 2015 season on fire. Shaker football started 3-0 with a key win over US (21-9) and blowout wins over JFK (50-0) and East Tech (42-0). The Raiders slowed during the middle stretch of the season, losing seven consecutive games to powerhouses including Mentor, Strongsville, Solon and Elyria. With the departure of key 2014 players, Raider underclassmen have been forced to step up. One of the underclassmen to rise to the occasion was sophomore Jamir Dismukes, who won the starting QB job during the preseason and had impressive performances in the Raiders' wins including 200 yard passing and 2TDs through the air against East Tech. Key players for the Raiders much improved defense include seniors DB Delone Williams, LB Xavier Johnson and lineman Gary Harris. Senior WR Marcus Carthon was one of Dismukes' top receiving targets.

Raider football did not qualify for the playoffs this year but the program has definitely taken a step forward from their disappointing 2014 campaign.

FIELD HOCKEY

Raider field hockey followed up their 2014 state championship season with another impressive regular season campaign in 2015.

The Raiders finished with an 11-4 record. Key wins for Shaker include a 3-0 shutout of arch-rival HB at the home opener, a 1-0 win over top ranked North Allegheny (PA) and dominating 8-0 and 10-3 wins over Kent and Cleveland Heights. The Raiders only had one loss to teams in Cleveland (a 3-2 overtime loss to Hudson) and earned the No. 2 overall seed in the district. Key players for the Raiders included sophomore forward Drew Hubbard and junior midfielder Meagan Mitchell who were among the team leaders in goals. Senior defensive backs Bridget Mitchell and Colleen Bradley helped lead the Raiders' stifling defense and senior midfielder and Indiana commit Jessica Morford was the focal point of the team on both offense and defense.

In contrast to last year's stellar playoff campaign, the Raiders ended their season with a heartbreaking 0-1 overtime loss to Hudson in district finals.

MATT WHITESIDE//THE SHAKERITE

Senior Jessica Morford carries the ball in a match against Hudson

MATT WHITESIDE//THE SHAKERITE

Junior Jack Sullivan plays during a Sept. 8 loss to St. Edwards.

M. SOCCER

After last year's historic season, men's soccer slowed their pace a little, starting the regular season 0-3. However, the Raiders rebounded after their rough start and finished the season 9-5-2, at one point winning four straight games and remaining undefeated during the month of October.

The Raiders had key 2-0 and 4-2 wins over rivals Mentor and Chagrin and had an impressive 15-0 rout of Euclid. Key players for the Raiders included senior forward Jason LaMonica and junior midfield Brendan Frothingham, who were two of Shaker's biggest offensive threats.

Senior Evan Pascarella and sophomore Ethan Adams helped lead the Raiders on defense and senior goalie Vincent Prochoroff had impressive performances throughout the year, including shutouts against Chagrin, Euclid, Orange and Cleveland Heights.

The Raiders entered the playoffs again as a favorite to win their district, and they did so, becoming district champions after defeating seventh-seeded Riverside 2-0 in the district final.

W. SOCCER

After having a winning record last season, women's soccer retreated to a 5-7-3 record.

Though the Raiders had fewer wins than last year, they lost the same number of games (7) and held their own against top ranked teams. For example, the Raiders tied with powerhouse Solon, one of the best teams in the region. The Raiders also defeated Orange 3-1, Euclid 9-3 and destroyed Valley Forge 8-0.

Key players on offense for Shaker included forward and senior captain Abbey Bugenske, sophomore Enna van den Akker and junior Lauren Smith. On defense the Raiders were led by senior captain Helen Yusko, sophomore Allison Stewart and junior captain Margaret Cook. Senior captain Sara Mesiano also was a key contributor on both offense and defense as a midfielder.

After being seeded fifth in their district, The Raiders defeated Valley Forge 3-0 in their first round playoff game but lost their next game against fouth-seeded Lakewood 2-1. After Bugenske scored goal in the last 40 seconds to tie the game, the Raiders were defeated during the golden goal overtime.

MATT WHITESIDE//THE SHAKERITE

Senior Captain Abbey Bugenske reveives a ball in a Sept. 3 game

DOUG NORDSTROM

Senior Justyn Moore runs at the Youngstown Regional Meet.

MEN'S XC

After graduating three seniors from the 2014 varsity lineup, men's cross country relied on a young team to regain lost ground. Freshmen Zak Reape and Matt Burnard stepped up to run varsity for the Raiders, both having promising seasons. Junior Ryan Duffet was also indispensable for the Raiders. Hit hard by the loss of Senior Jonah Ricanati to injury, the Raiders did not place in any invitationals this season, and failed to build on last year's regional qualification. The Raiders finished their season at the district meet, placing fifth and missing out on a regional qualification by eight points.

Senior Justyn Moore continued to improve after his all-Ohio 2015 track season. Impressive performances included a first place finish out of 156 runners at the Todd Cloverleaf Invitational and a sixth place finish out of 223 runners at the Legends Meet. Moore's 16:02.11 personal record at the Tiffin Invitational was a new school record for 5000m. After qualifying for regionals individually with a third place finish at the district meet, Moore's 12th place finish at the Boardman Regional Meet made him the first Shaker boy to qualify for the state meet in nine years.

WOMEN'S XC

Women's cross-country relished a 2015 season full of historic successes. The team started strong, with a first place finish at the George Clements Invitational. The winning streak continued throughout the season, with the Raiders never placing lower than third in any regular-season meet.

Key team performances included third place finishes out of 36 teams at the Tiffin Cross-Country Carnival and the Boardman Spartan Invitational. After another third place finish at their conference meet, the team started their postseason with a district championship. Five runners placed in the top 15 and junior Mimi Reimers and sophomore Sophie Carrier finished first and second, respectively. The team then finished fourth at the Youngstown Regional Meet a week later, making them the first cross-country team to qualify for States in Shaker history.

Individually, Reimers continued her distance-running dominance. Her 5000m time of 18:38 at the Legends Meet is a school record and her third place finish at the Youngstown Regional Meet was the highest ever regional finish for a Shaker runner. The team has also been bolstered by strong performances from Carrier with a best time of 18:48 and sophomore Alexa Jankowsky with 19:11.

DOUG NORDSTROM

Reimers and Carrier watch as a teammates finishes at a Oct. 24 meet.

GRIFFIN KERNS

Women's volleyball fights for points in a match against Solon.

VOLLEYBALL

Raider volleyball took a step back from last year's campaign, finishing with a 3-17 regular season record. The Raiders were 1-12 in conference play but did have impressive wins in their nonconference schedule.

The Raiders defeated rival Laurel 3-2 in five games after mounting an impressive come back from a 0-2 deficit. Other highlights in their season included a second-place finish at the Beachwood Invitational, where they had key 2-1 wins over Fairview and Garfield Heights

Key players for the Raiders included senior captain Nya Hardaway and junior Cydney Calhoun. Sophomore Sydney Fieseler and junior Anna Dietz were also key contributors for Shaker.

The Raiders entered playoffs with a ninth place seeding. Ater advancing to the second round of playoffs in 2014, the team was placed in a new district and failed to get past the first round. The Raiders lost to fifth-seeded Mayfield 3-0. Shaker will look to improve this offseason and get back to their winning ways for 2016 season.

M. GOLF

Raider men's golf took a major step back from last years undefeated conference record and Lake Division championship.

The Raiders finished their season placing 12th out of 17 teams at OHSAA Sectional Tournament. The lowest scorers for the Raiders were Juniors Liam Siwik and Ryan Wheeler. The team had a combined score of 368.

The team placed sixth at the Greater Cleveland Conference tournament, a more competitive conference than the Lake Division of the Northeast Ohio Conference the team was in last year. Throughout the season, all players recorded personal best nine-hole and 18-hole scores and finished the season with a 2-14 record and a 0-10 conference record.

Wheeler and Siwik were both key contributors on the varsity squad. Wheeler's nine-hole score of 34 was the lowest score Shaker has seen in seven years. Raider golf will look to improve this offseason after this year's subpar campaign.

KAYIN CLAYTOR

Sophomore Kayin Claytor follows through after a swing.

EVA HOLTKAMP

Sophomore Maggie Dant prepares to swing in a match.

W. GOLF

Women's golf opened their season with a sixth place finish at the GCC pre-season tournament.

After falling to Medina in their season opener 172-216, the Raiders rallied to score some key victories as the season progressed. Highlights included a close 202-222 win against Cleveland Heights and a 198-234 victory against Mayfield.

Women's golf finished their season with a 12th place finish out of 16 teams at their Ellsworth Meadows Sectional Tournament on October 6. The result was an improvement off their 2014 13th place finish, but still wasn't enough to advance the Raiders to the district tournament.

The Raiders were led by senior Hannah Ruhoff and sophomore Bethany Lowenkamp, posting 104 and 105 points at districts, respectively.

The team will have to work hard this offseason to improve for 2016.

W. TENNIS

The women's tennis team had a balanced 2015 season. The Raiders finished with a 10-10 record similar to the 7-7 record from last season. Throughout the season, key wins included a 3-2 win against Hathaway Brown, a 4-1 win against Brunswick and a 5-0 win against Strongsville.

Underclassmen played a vital role in the team's success this year after losing Hillary Lacks ('15) and Quinn Frierson ('15). Key players included freshmen Katrina Cassell, sophomore Trisha Roy, sophomore Sarah Moran, freshmen Elizabeth Cole, and senior Allison Kao.

Shaker tennis finished up the season after sending a doubles team comprised of senior Allison Kao and freshman Katrina Cassell to the OHSAA District Tournament.

The duo placed third at the Sectional Tournament upsetting the No. 4 seeded team. Last year no Raiders qualified for the district match.

Kao and Cassell fell to Walsh Jesuit in the first round of the District tournament.

GRIFFIN KERNS//THE SHAKERITE

Senior Claire Hummel returns the ball.

OPS

The One-Page Shakerite

Raider Rant: Suck it Up

NORA SPADONI

Raider Rant

Most people don't like horror movies. They always have a reason, usually that "they're just so scary!" Isn't that the point? The horror genre is one of the most complex, yet so many wimp out of it. If science fiction is your thing, there's Ridley Scott's 1979 thriller, "Alien." Or, if you're into marine life, there's always Spielberg's "Jaws." Demonic spirits with a thirst for revenge? "Poltergeist" or "The Exorcist." A softer approach to monsters takes form in the original "Frankenstein" movies, which are hardly more gory than "Sabrina, the Teenage Witch." Recently gaining popularity, home-video-esque movies like "The Blair Witch Project," scare through subtlety, with flickering lights as the height of horror. Do you think that you could possibly handle that?

Heard in the Halls

"I got my first pumpkin spice latte yesterday and it was actually pretty good. But I don't think I would get it again or else people will think I'm basic."

Oct. 26, 11.11 a.m.

HAMILTON
AN AMERICAN MUSICAL

Hamilton: "Awesome! Wow!"

SARAH GRUBE

"Hamilton: An American Musical" premiered on Broadway June 13, and deserves every word of praise sent its way and more. Thomas Jefferson sings jazz, the female leads' songs are reminiscent of Beyoncé and George Washington's cabinet members rap their debates. Though telling the story of old white men who died more than 200 years ago through hip-hop may seem innovative in and of itself, the casting of "Hamilton" is also a fairly new look for Broadway. The cast is predominantly made up of non-white actors, and traditionally "male" scenes, such as battles and political arrays, use mixed choruses with both male and female voices.

The Meh List

1. Trump trying to be relatable
2. Tardy policy
3. American Idol - is it still on?
4. Safety assemblies
5. Seasonal flavorings
6. Grey's Anatomy

Want to read more stories that make you laugh, cry or get offended? ***Visit www.shakerite.com***

Top 5 Things to Listen to While Doing Your Homework

HANNAH KORNBLUT

1. Dramatic movie scores (essentially just John Williams' work)
2. Disney scores (the happy tunes of our childhood come back as we stress over school)
3. Classical music (maybe you'll hear a 1700s beat drop and enjoy it!)
4. Eurovision (who doesn't want to hear Israel killing it in international pop?)
5. "Hamilton: An American Musical" (why not?)

Cheers and Jeers: Cleveland Edition

CHEERS TO. . .

- The Cavs, for winning
- Citywide improvements for the Republican Convention
- Cool museums
- Great food scene
- Low cost of living
- The new uptown scene
- Not being Detroit

JEERS TO. . .

- The Browns, for losing
- Cleveland weather
- Not much...this city is amazing

TOP 7 EXCITING THINGS COMING (AND STAYING) AT VAN AKEN

SARA MESIANO AND NORA SPADONI

They may not get here until Fall of 2017, but new businesses coming to the Van Aken, both confirmed and rumoured have Shaker residents salivating. Developers have already confirmed a 20,000 square feet "food hall," but what will it contain?

1. Luna Bakery and Cafe: smashing good crepes
2. Mitchell's Ice Cream: where the cool kids hang
3. Rising Star Coffee: supposedly the best coffee in CLE?
4. Chipotle (rumoured): fake Mexican food
5. Los Habaneros: real Mexican food
6. Shinola Luxury Watches: that's what *we're* excited about
7. Fresh Market: overpriced food for everyone

Walk-Up Songs for 2016's Top Candidates

SHUT UP!!

1. Clinton: "Shut Up and Dance" by Walk the Moon
2. Trump: "Whip Your Hair" by Willow Smith
3. Sanders: "Young, Wild & Free" by Snoop Dogg & Wiz Khalifa
4. Jeb!: "Bad Blood" by Taylor Swift
5. Cruz: "Jesus Take the Wheel" by Carrie Underwood
6. Carson: "Witch Doctor" by Cartoons

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